

UNIVERSIDAD DE GRANADA  
FACULTAD DE FILOSOFÍA Y LETRAS  
DEPARTAMENTO DE FILOLOGÍA INGLESA



The Teaching of Writing to  
English Language Learners  
(ELLs) using Multiple  
Intelligences Theory and  
Cooperative Strategies.

TESIS DOCTORAL

María Isabel García Garrido  
Granada 2010

Editor: Editorial de la Universidad de Granada  
Autor: María Isabel García Garrido  
D.L.: GR 4251-2010  
ISBN: 978-84-693-6700-1

# *Acknowledgements*

## ACKNOWLEDGEMENTS

To Dr. Ángeles Linde López, Senior Lecturer at the University of Granada, for accepting the direction of this Doctoral Dissertation, for teaching and inspiring me, for making a difference in my life, for giving meaning to what Kathy Davis once said: “A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove . . . . but the world maybe different because I was important in the life of a child.”

To my parents, my brother and my aunt Mari, for motivating me to be a better person, for your unconditional love and support, and for **always believing in me!**

To Dr. Jane A. Montes, Director of Language Minority Services of Cicero Public Schools District 99 and Dr. Cynthia K. Valenciano, Department Chairperson for the Department of Early Childhood Primary and Bilingual Education of Chicago State University, for accepting being the expert reviewers of this doctoral dissertation.

To the teachers who have contributed with the letters about the students who participated in this study: Gina Pontarelli, Ryan Pellizari, Dorothy Vitacca and Luis Ramirez. Thank you for your time and collaboration.

To the teachers at Lincoln School: Paula Kostelec, Paula Manetti, Erin Scott, Carole Scardina, Dalia Sobyra, Camille Salas, Carlin Martinez and Julie Bero. Thank you for your help, professionalism, and support in hard times.

To my fantastic students, for always feeling like participating, for your positive attitude, for lighting my days with your joy and for helping me become a better teacher.

To the friends who supported me along the way: Juan Villegas, Susana Oncina, Carolina Maroto, Yelena Vargas, Loli Valero, Marta De Miguel, and Maria Jose Chamorro. Thank you for putting a smile on my face when I most needed to laugh.

To Bashir, for showing me respect, love and admiration. Thank you for your kindness and for being there for me every time that I needed you.

If Thornton Wilder was right, I must be 'alive' today because I count you all as my treasures. "We can only be said to be alive in those moments when our hearts are conscious of our treasures." ~ Thornton Wilder

*Expert*

*Reviews*

Dr. Jane A. Montes

Cicero Public Schools District 99  
Director of Language Minority Services  
Maribel Isabel Garcia Garrido

*The Teaching of Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Cooperative Strategies*

To: The Doctorate Commission, University of Granada in Spain

The focus of this dissertation topic reflects the language domain that tends to be the most challenging area of language proficiency for ELLs who are school-age and older. In Cicero Public Schools District 99, a K-8 urban school district located in Cicero Illinois, ELLs receive bilingual program services via ESL instruction or in our additive transitional bilingual education (late-exit) program. They often remain in services due to their inability to meet the program exit criteria that now includes the attainment of a Literacy Proficiency Level of 4.2 (Reading and Writing) along with an Overall Composite Proficiency Level of 4.8 (Listening, Speaking, Reading, and Writing). The author has provided her students with an essential opportunity to learn writing at a time when there was no formal writing program in District 99.

Next school-year (2010-2011) our district will implement a new literacy initiative that features a reading and writing workshop approach for students across programs.

Thanks to the innovative writing instruction that Ms. Garcia conducted with her students for her doctoral work, several of them have already met exit criteria and are now poised to be successful junior high readers and writers.

Current literature on best practice instruction for ELLs promotes the same features of Ms. Garcia's dissertation on writing instruction for ELLs. Pauline Gibbons' 2009 professional book, for example, entitled *English Learners Academic Literacy and Thinking: Learning in the Challenge Zone* (a Heinemann book forwarded by Jim Cummins), makes a case for emphasizing *academic literacies*. In addition to reading and writing effectively, Gibbons stresses the need for students to use "literate talk" (p. 7): ... *make their reasoning explicit, use language precisely, question and critique others' ideas, and be prepared to rethink their own ideas*. These language and learning opportunities can be found throughout the 57 Writing Lessons that Ms. Garcia developed and taught to her 5<sup>th</sup> grade students.

*How to Help Students Succeed Across Content Areas* (2009) by Yvonne S. Freeman and David E. Freeman (a Heinemann book forwarded by Robert J. Marzano) is another recent professional book that discusses the benefits of developing meaningful content instruction with both content and language objectives including: identifying aspects of academic language that students should learn, how to determine if students have achieved those results, and then using that information to inform instruction and learning experiences for students to learn successfully. Self-assessment is a critical

aspect of this dissertation. Ms. Garcia carefully incorporated explicit and comprehensible instruction on topics such as intelligence, multiple intelligences, social emotional learning, and cooperative learning strategies as a vehicle for establishing a learning context from which to write. By the time the students learned the different types of writing, they were equipped with personal and authentic information to generate an organized, body of writing that they could self-assess for quality and possible revision. Most importantly this type of writing experience will reveal to them their own writing improvement in English.

The literature review in this dissertation sets the stage for the innovative writing instruction that Ms. Garcia designed for the high achieving ELLs in her classroom that is also good writing instruction for ELLs at all proficiency levels. Evidence of the students' learning is captured in detail on the DVDs she recorded and there is no doubt that the students gained a level of self-confidence as individuals, learners, and writers for a variety of purposes. The *I am Special* and *I'm Smart* student activities demonstrate this in action. It is refreshing to know that school-age students are becoming knowledgeable about intelligence and multiple intelligences via cooperative learning strategies that provide them with daily opportunities to work collaboratively with their classmates while developing their second language proficiency in all four language domains: Listening, speaking, reading and writing; while also building their self-esteem.

In closing, it is important to recognize the notable increase in the writing proficiency level, literacy proficiency level and overall composite score on the annual Illinois English language proficiency test (Assessing Comprehension and Communication State-to-State) of several of Ms. Garcia’s former students to whom she taught these writing lessons. The three years (2008-2010) of these ELL students’ performance on ACCESS suggests that her writing instruction laid a strong foundation that led to especially high ACCESS writing scores that are not usually typical in our school district:

Female 1:						
	<sup>1</sup> L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	5.0	6.0	5.0	4.6	4.7	5.2 MET EXIT CRITERIA
2009:	4.8	4.7	5.0	3.9	4.1	4.3
2008:	5.0	6.0	5.0	3.6		4.4

Female 2:						
	L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	5.0	6.0	5.0	4.6	4.2	5.2 MET EXIT CRITERIA
2009:	5.0	5.4	5.0	3.9	4.1	4.3
2008:	5.0	6.0	5.0	3.9		4.6

Male 1:						
	L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	4.6	6.0	5.0	4.5	4.6	4.9 MET EXIT CRITERIA
2009:	5.0	5.4	2.4	3.7	3.1	3.6
2008:	4.6	6.0	5.0	3.4		4.3

---

<sup>1</sup> L: Listening, S: Speaking, R: Reading, W: Writing.

Male 2:

	L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	5.0	6.0	3.9	4.2	4.1 (4.2)	4.9 Missed Exit Criteria by .1
2009:	5.0	6.0	3.1	3.7	3.5	4.1
2008:	5.0	6.0	3.9	3.7		4.3

Male 3:

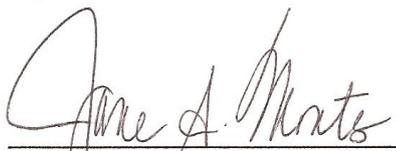
	L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	5.0	6.0	5.0	4.6	4.7	5.2 MET EXIT CRITERIA
2009:	5.0	6.0	5.0	4.0	4.2	4.7
2008:	5.0	6.0	5.0	3.4		4.3

Male 4:

	L	S	R	W	Literacy PL	Overall Composite (OC)
2010:	4.6	4.8	3.4	4.1	3.9	4.1
2009:	5.0	4.0	3.9	3.9	3.9	4.1
2008:	4.6	4.9	5.0	3.5		4.0

I look forward to mentoring Ms. Garcia in reviewing and comparing her innovative writing instruction with that of the new literacy initiative in the fall. She is to be commended on the suggested impact of her dissertation on the language and literacy learning of her former ELLs.

Thank you for the opportunity to participate as an expert reviewer of this important and innovative dissertation.

  
 Dr. Jane A. Montes  
 Director of Language Minority Services  
 Cicero Public Schools District 99



**CICERO PUBLIC SCHOOLS**  
**District #99 Administration Building**

**Dr. Jane Montes**  
*Director for Language Minority Services*

(708) 863-4856  
 jmontes@cicd99.edu

5110 W. 24th Street  
 Cicero, IL 60804

# CHICAGO STATE UNIVERSITY

BILINGUAL EDUCATION PROGRAM

9501 S. King Drive I ED 312

Chicago, IL 60628-1598

TEL 773-995-3932 \* Fax 773-995-4532

**To:** Doctorate Commission University of Granada, Spain

**From:** Cynthia K. Valenciano, Ph.D.

**SS #:**

**Place of Employment:** Chicago State University

**Position:** Department Chairperson for the Department of Early Childhood Primary and Bilingual Education

**RE:** Expert review for Maria Isabel Garcia Garrido

**Dissertation Title:** The Teaching of Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Cooperative Strategies.

Dear Committee Members,

It was a pleasure to be asked to review the literature chapters and the lesson plans designed by Ms Garcia Garrido. I have been an educator in the field of bilingual education for 27 years, 12 years as a bilingual teacher in grades K- 3 and 15 years as a professor at Chicago State University. During this time I have had the good fortune to attend many workshops and presentations that were given by many of the experts cited in this dissertation e. g., Sternberg, Cummins, Krashen, Kagan, Chamot, Crawford, Short and Gardner. In addition, I have researched and taught many of the historical events, methods, approaches, theories and principles that are the underpinnings of this dissertation in both graduate and undergraduate courses e. g., Multiple Intelligence

Theory, Language Acquisition Theory, Cooperative Learning, Writers' Workshop and Curriculum Infusion of Real Life Issues (i.e., violence, bullying, HIV, drug resistance and ostracism). Most impressive is her emphasis of social emotional child development in her lessons as an innovation.

The following is a list of positive highlights from the methods and lesson plan sections.

- The iterative process used in developing the lessons is considered to be a best practice in curriculum development and professional development and is a commendable facet in the methods section of this dissertation.
- There is due care in the description of the sample and therefore set clear parameters about using the curriculum and requires that the reader decide what facets may benefit ones' own teaching repertoire.

The following is a list of points that highlight positive aspects of the literature review chapters.

- I find Ms. Garcia Garrido's work to be an accurate, comprehensive and succinct portrayal of what teachers should be contemplating when working with second language learners.
- The historical review of the evolution of thinking about intelligence is comprehensive and enlightening especially as it includes a framework for understanding public perceptions of intelligence.

- Public perceptions of intelligence could be particularly important in determining the level public support for effective educational approaches and lessons proposed in this dissertation.
- There is a thoughtful portrayal of opposing perspectives and theories that come across as unbiased accountings of the authors' cited works.
- The use of Spanish quotes intermingled in the literature review could be useful in moving educators from the United States to see languages other than English as prized mediums of expression.
- Lessons provide a scaffold for helping teachers integrate a variety of best practices in a single lesson.
- Overall, this curriculum is very student centered and constructivist in nature. It embodies the trend toward practical inquiry that we want all teachers to embrace.
- Lessons provide a framework that will help teachers meet the characteristics of proper curriculum design in that careful consideration is noted for: alignment, balance, focus, scope and sequence.
- The integration of social emotional learning goals and objectives fits perfectly in this set of writing lesson plans for several reasons: 1) bilingual students have a strong need for every lesson to be multidisciplinary 2) social emotional learning objectives can be easily practiced and assessed in lessons that implement cooperative learning 3) explicit teaching of pro social behaviors as seen in these lessons is thought to have a positive

effect on the health and safety of the school population 4) complex writing for a variety of real world purposes is a collaborative endeavor where employees must have advanced social and emotional skills to work effectively.

In closing, I would love to have Ms. Garcia Garrido present her work to students at Chicago State University. Her topics are sure to validate the assumptions being secured by the experience and research of our graduate students. In addition, her views and portrayals of best practices for ELLs will help our undergraduates envision the practicalities of teaching and supporting learning in bilingual classrooms.

Signature:   
Cynthia K. Valenciano

Date: 6-19-2010  
June 19, 2010

# *Table of Contents*

<b>0. INTRODUCTION</b> .....	1
------------------------------	---

## **CHAPTER 1. INTELLIGENCE: HISTORICAL PERSPECTIVES**

<b>1.1. INTRODUCTION</b> .....	9
<b>1.2. INTELLIGENCE: DEFINITIONS AND MEASUREMENTS</b> .....	9
<b>1.2.1. Psychometric Analysis</b> .....	13
1.2.1.1. Origins of psychometrics .....	13
1.2.1.2 Definition and Characteristics of Psychometric Analysis of Intelligence .....	15
<b>1.2.2. The General Factor of Intelligence: g</b> .....	16
<b>1.3. INTELLIGENCE TESTS</b> .....	18
<b>1.3.1. Origins: The Study of Individual Differences</b> .....	19
1.3.1.1. Franz Joseph Gall .....	21
1.3.1.2. Herbert Spencer .....	24
<b>1.3.2. The beginning and development of Intelligence Tests</b> .....	25
1.3.2.1. Sir Francis Galton .....	26
1.3.2.2. James McKeen Cattell .....	29
1.3.2.3. Binet-Simon Intelligence Scale. (1905) .....	30
1.3.2.4. Wechsler: WAIS :1939; WISC: 1943; WPPSI: 1967 .....	40
<b>1.3.3. Intelligence Tests Controversy</b> .....	42
1.3.3.1. Intelligence Test Advocacy .....	42
1.3.3.2. Intelligence Test Opposition .....	44
<b>1.4. CONCLUSION</b> .....	45

## **CHAPTER 2. THEORIES OF INTELLIGENCE AND METHODOLOGICAL IMPLICATIONS**

<b>2.1. INTRODUCTION</b> .....	49
<b>2.2. THE NATURE OF INTELLIGENCE</b> .....	50
<b>2.2.1. Three fundamental views about the nature of intelligence</b> .....	50
2.2.1.1. Intelligence as a characteristic of species .....	51
2.2.1.2. Intelligence as an individual difference. Origin and development .....	53
2.2.1.3. Interrelation between intelligence and success .....	54
<b>2.2.2. Nature versus Nurture of Intelligence</b> .....	57
2.2.2.1. Hereditability of Intelligence .....	58
2.2.2.2. Enrichment of Intelligence .....	64
2.2.2.3. Methodologies Promoting Higher-Order Thinking and Emotional Intelligence.....	71
2.2.2.3.1. Bloom's Taxonomy. Enhancing Thinking Skills .....	71
2.2.2.3.2. Cooperative Learning. Enhancing Emotional Intelligence Skills .....	78
2.2.2.3.3. Kagan's Cooperative Strategies .....	84
<b>2.3. IMPLICIT VERSUS EXPLICIT THEORIES OF INTELLIGENCE</b> .....	86
<b>2.3.1. Implicit Theories of Intelligence (ITI)</b> .....	89
2.3.1.1. Teachers' Implicit Theories of Intelligence .....	91

2.3.1.2. Students' Implicit Theories of Intelligence.....	94
2.3.1.3. A survey on Implicit Theories of Intelligence .....	97
<b>2.3.2. Explicit Theories of Intelligence (ETI) .....</b>	<b>104</b>
2.3.2.1. Howard Gardner's Multiple Intelligences Theory and Educational Implications.....	105
2.3.2.2. Robert Sternberg's Triarchic Theory of Intelligence and Educational Implications .....	109
2.3.2.3. Daniel Goleman's Emotional Intelligence Theory and Educational Implications .....	120
2.3.2.4. Emotional Intelligence models and Educational Implications .....	123
<b>2.4. CONCLUSION .....</b>	<b>129</b>

### **CHAPTER 3: ENGLISH LANGUAGE LEARNERS (ELLs) IN THE UNITED STATES**

<b>3.1. INTRODUCTION .....</b>	<b>133</b>
<b>3.2. HISTORICAL PERSPECTIVES .....</b>	<b>135</b>
<b>3.2.1. Language Diversity in the USA .....</b>	<b>135</b>
<b>3.2.2. The Early Teaching of ELLs in the United States .....</b>	<b>144</b>
<b>3.2.3. The Resurgence of Bilingual Education .....</b>	<b>146</b>
3.2.3.1. The role of Chicano and Latino activist .....	146
3.2.3.2. The arrival of Cuban refugees to Miami: The Coral Way Elementary School.....	147
3.2.3.3. The War on Poverty .....	148
<b>3.2.4. Benefits of Bilingualism .....</b>	<b>152</b>
<b>3.3. TEACHING ENGLISH LANGUAGE LEARNERS .....</b>	<b>153</b>
<b>3.3.1. Identifying English Language Learners .....</b>	<b>154</b>
<b>3.3.2. Identifying the Stages of Second Language Acquisition .....</b>	<b>155</b>
3.3.2.1. James Cummins: BICS versus CALP. (1979) .....	156
3.3.2.2. Stephen Krashen: Stages of Language Acquisition. (1983) .....	162
<b>3.3.3. Planning Instruction for the ELLs .....</b>	<b>168</b>
3.3.3.1. Setting objectives and providing feedback .....	171
3.3.3.2. Non-Linguistic Representations .....	175
3.3.3.3. Cues, questions, and advance organizers .....	181
3.3.3.4. Cooperative Learning .....	194
3.3.3.5. Homework and practice .....	194
3.3.3.6. Reinforcing effort and providing recognition .....	195
<b>3.3.4. Placing English Language Learners .....</b>	<b>198</b>
3.3.4.1. Transitional / Early Exit Bilingual Education Program .....	199
3.3.4.2. Maintenance / Late Exit Bilingual Education Program .....	199
3.3.4.3. Immersion .....	200
3.3.4.4. Structured English Immersion .....	200
3.3.4.5. Two-Way Immersion.....	201
3.3.4.6. Sheltered English or SDAIE .....	201
<b>3.4. CONCLUSION .....</b>	<b>202</b>

**CHAPTER 4. WRITING with ELLs**

<b>4.1. INTRODUCTION</b> .....	207
<b>4.2. CHALLENGES THAT ACCOMPANY WRITING</b> .....	207
<b>4.3. TEXT TYPES</b> .....	213
<b>4.3.1. Personal Narrative</b> .....	214
<b>4.3.2. Expository</b> .....	216
<b>4.3.3. Persuasive Writing</b> .....	219
<b>4.4. WRITING TEACHING PROCEDURES</b> .....	221
<b>4.4.1. The Process Approach</b> .....	221
4.4.1.1. Five Stages of Writing .....	221
<b>4.4.2. The Product Approach</b> .....	228
4.4.2.1. The 6 + 1 Traits of Writing .....	229
<b>4.5. ASSESSING WRITING</b> .....	232
<b>4.5.1. The 6+1 Traits Rubrics</b> .....	232
<b>4.5.2. ISAT Rubrics</b> .....	237
4.5.2.1. Personal Narrative Rubrics .....	237
4.5.2.2. Expository and Persuasive Rubrics .....	248
<b>4.6. CONCLUSION</b> .....	254

**CHAPTER 5. METHODOLOGICAL APPROACH FOR THE TEACHING OF WRITING**

<b>5.1. INTRODUCTION</b> .....	257
<b>5.2. CONTEXT</b> .....	258
<b>5.3. METHODOLOGY</b> .....	260
<b>5.3.1. General Principles</b> .....	261
<b>5.3.2. Lesson Components</b> .....	262
<b>5.4. EVALUATION OF THE METHODOLOGICAL APPROACH</b> .....	280
<b>5.4.1. Research Design</b> .....	280
<b>5.4.2. Research Questions</b> .....	280
<b>5.4.3. Participants</b> .....	281
<b>5.4.4. Procedure and Instruments</b> .....	283
<b>5.4.5. Testing Requirements</b> .....	290
<b>5.5. DATA ANALYSIS</b> .....	293
<b>5.5.1. Results and Discussion</b> .....	294
5.5.1.1. Reliability analysis .....	294
5.5.1.2. Descriptive analysis .....	294
5.5.1.3. Research question 1 .....	297
5.5.1.4. Research question 2 .....	302
5.5.1.5. Research question 3 .....	307
5.5.1.6. Research question 4 .....	312
5.5.1.7. Research question 5 .....	313
<b>5.6. DELAYED MONITORING</b> .....	315

---

**CHAPTER 6. CONCLUSIONS AND METHODOLOGICAL IMPLICATIONS**

<b>6.1. INTRODUCTION .....</b>	<b>317</b>
<b>6.2. MAIN FEATURES ACHIEVED IN THE CREATION OF THE WRITING LESSON PROGRAM AND METHODOLOGICAL IMPLICATIONS .....</b>	<b>317</b>
<b>6.3. EVALUATION OF THE METHODOLOGICAL APPROACH.....</b>	<b>332</b>
<b>6.4. PEDAGOGICAL IMPLICATIONS .....</b>	<b>335</b>
<b>6.5. DIRECTIONS FOR FUTURE RESEARCH .....</b>	<b>337</b>
<b>7. BIBLIOGRAPHY.....</b>	<b>341</b>
<b>8. APPENDIXES</b>	
<b>I. TEACHERS' LETTERS .....</b>	<b>413</b>
<b>II. ISAT RUBRICS .....</b>	<b>427</b>
<b>III. 6 + 1 TRAITS OF WRITING RUBRICS .....</b>	<b>435</b>
<b>IV. PRE-TEST AND POST-TEST .....</b>	<b>445</b>
<b>V. MULTIPLE INTELLIGENCES TEST .....</b>	<b>463</b>
<b>VI. ISBE GOALS FOR WRITING .....</b>	<b>469</b>

# *0. INTRODUCTION*

## 1. PRESENTATION

“We are the only species that creates the environment that in turn creates them. That gives us a special responsibility and a special opportunity, for that means that we, as societies, really determine what our children do become and the kinds of adults they become” (Urie Bronfenbrenner, 1991).

Bronfenbrenner (1979) focuses on the social contexts in which people live and the people who influence their development. The magnitude of this theory justifies the major points of interest of the present research. The relevance of the perception an educator has about children’s intelligence, the continuous social changes (demographics, family structure, etc.) of the world, the alarming global increase of violence in the school environment, along with the scarcity of explicit methodologies that target the teaching of writing in English of ELLs in primary school settings are the compelling motives which have spurred us to carry out this study.

At the outset, the most undeniable reason that has impelled us to this area of research has been our experience working with ELLs; which revealed the desperate need for the designing of a writing program that considers the needs of these students. Along the history of second language learning, many different methodological approaches have attempted the Herculean task of atomizing the walls that hinder the proficient acquisition and production of a language different to the first language (L1). Currently, there is not a program that may demonstrate that every effort that has been previously attempted in education has been futile. On the contrary, it is *vox populi* that every theory has its advantages and pitfalls. Gratefully, and as a result of the outstanding efforts of many exceptional researchers, we have been able to identify a copious number of strategies and activities that have proven to be most successful with ELLs. Acknowledging these findings, we have aimed at producing a set of writing lessons where we have incorporated these research-based strategies. Using Multiple Intelligences Theory and Cooperative Strategies, we have composed a total of **fifty-seven lessons where students**

**learn how to write Personal Narrative, Expository and Persuasive essays.** We selected these types of writing so to better prepare them for their future performance in the ISAT (Illinois State Assessment Test). We have also designed a **Webquest** where students learn about the eight parts of speech, considering the incessantly increasing interest of students in new technologies. Furthermore, we have recorded several videos where we show how our students were performing some of the activities that took place during the lessons; which we hope may be of help for future educators.

Ensuing, we shall justify our interest in helping our students develop not only *verbal-linguistic skills, but also socio emotional abilities*. We are all aware that little, if no time, is currently devoted to the teaching of emotional skills in the classroom. This is why we decided that writing could be a good opportunity for aiding students to acquire not only verbal-linguistic abilities, but also the skills they are going to need in order to *succeed in life*. We do believe that our children need to be ‘taught’ not only to be good with words and numbers, but also to feel ‘good’ about themselves and have ‘healthy’ relationships with those around them. This is the reason why the writing lessons target the acquisition of very much needed socio/emotional skills such as: dealing with ‘bullies’, solving conflicts, developing positive self-image, self-esteem and self-concept, controlling one’s emotions and adjusting to changing situations, acknowledging positive traits in oneself and others, setting goals, developing higher-order thinking skills, to name but a few. These needs have been observed, as well as incorporated in educational programs, by the most outstanding leaders in the field of education; namely Robert Sternberg, Howard Gardner and Daniel Goleman.

Heidi Baer once said: “It is your responsibility to see that your life works out the way you want it to. No one else can do it for you. The power to change your life is within you”<sup>1</sup>. We do believe this is true for adults, but in the case of students it is us, educators, the ones who have the opportunity to grant our students the tools that would allow them to have the life that their parents would dream for them to have. It is up to us to keep the faith in a better future, to persist when we run against obstacles, to pursue the dream of

---

<sup>1</sup> Cited in Gabelli and Gregory, 2008: 50.

---

*making a difference!* We strongly believe teachers must use every single opportunity that they have to prepare their students for the real world; something that shall benefit all of us since, as Bronfenbrenner (1979) points out, *we all are a piece of a human ecosystem*.

Finally, the associations between a multiple intelligence and cooperative strategy-based approach and English teaching and learning writing have not been the focus for any previous research as such. Being aware of this, we hopefully designed our Methodological Approach aiming at usefully addressing this research gap.

## **2. OBJECTIVES**

Highly-motivated by the reasons above stated, we endeavored to carry out the current research with three main objectives:

### **2.1. First objective: Contribute to the development of an education of quality.**

This objective is justified by the report of the International Commission on the Development of Education, *Learning to be*<sup>2</sup>. The report was presented by Edgar Faure in 1972 and published by UNESCO that same year. The main idea was that education can only be taken as a whole and should last a lifetime. Therefore, individuals should never stop acquiring knowledge but learn how to build up an everlasting body of knowledge in the course of one's life - learn to be (Faure, 1972). Thus, it seemed appropriate to us to study those factors that influence ELLs bilingual learning environment and to create a program that may aid the educative challenges of these present years.

---

<sup>2</sup> Faure, E. (1972). *Learning to be*. UNESCO: Paris.

**Learning to Be** is a UNESCO publication also known as the Faure Commission Report. Edgar Faure presided over the International Commission on the Development of Education from 1971 - 72. The goal of the commission was broad: to critically reflect upon overall solutions to the major challenges in the development of education in a changing universe. Four fundamental assumptions underlie this work: 1) International community exists and is reflected in common aspirations, problems, trends, and movement toward one destiny; 2) Belief in democracy; 3) The aim of development is the complete fulfillment of *people*; 4) A comprehensive, lifelong education can produce the kind of complete *person* the need for whom is increasing in today's society (Faure, 1972). <[UNESCO website: www.unesco.org](http://www.unesco.org)>

---

## **2.2. Second objective: Design and implement a method for the teaching of English writing to ELLs**

Consequently with our first objective, the second and main objective of this study is the designing of an explicit methodology for teaching English writing to ELLs. We attempt to design a series of writing lessons that while helping students to improve their writing skills also foster, among other skills, higher level thinking, students' self-reliance and social skills.

In a more general sense, we pretend to offer some strategies and activities that may contribute to enhance the learning environment. Furthermore, even though our study takes place in USA, we hope the findings reached in our educational bilingual environment may assist the development of bilingualism in any country.

In order to adequately accomplish the above goals, our methodology is directly inspired by the works of three important scholars in the field of education, **Howard Gardner, Spencer Kagan and Benjamin Bloom**.

## **2.3. Third objective: To provide evidence for the merits of the designed methodological approach for the teaching of writing to ELLs.**

Therefore, an evaluation was undertaken leading to examine the effectiveness of implementing the new program. In order to assess the extent to which the intervention program has had an impact on students' writing ability and be able to quantify it, a **one-group Pre-Test/Post-Test Design** was adopted.

## **3. CONTENT**

The present research work consists of two volumes: The first volume has five major sections: 1) Conceptual Framework, 2) Methodological Approach for the Teaching

---

of Writing, 3) Conclusions, 4) Bibliography and 5) Appendixes. The second volume makes up the Writing Lessons Book and WebQuest.

## **VOLUME ONE**

### **3. 1. Conceptual Framework**

This first theoretical part consists of four different chapters. It offers a review of the main theoretical principles that support our research. Chapter one, *Intelligence: Historical Perspectives*, basically provides the background that leads us to understand how the history of teaching has been influenced by measurements of intelligence since 1905 with the creation of the first intelligence test by Alfred Binet. Chapter two, *Theories of Intelligence and Methodological Implications*, discusses how the perception of the nature of intelligence as well as the implicit theories of intelligence play one of the most significant roles in the way teachers educate and students learn. It also focuses on how the application of the theory of Multiple Intelligences, the use of cooperative strategies and the stimulation of higher level thinking - by using Bloom's taxonomy - may improve school achievement. Chapter three, *English Language Learners (ELLs) in the United States*, deals with the most updated research based strategies that have proven to be successful while teaching ELLs. It also overviews the main type of programs existing in the United States for the education of ELLs. Chapter four, *Writing with ELLs*, chiefly approaches the study of Personal Narrative, Expository and Persuasive essays from two different points of view, namely the process approach (how students compose their essays) and the product approach (what type of essay the students have created). We discuss the process approach by presenting an array of activities and strategies that can be used to help students move through the five stages of writing: pre-writing, drafting, revising, editing and publishing. During the product approach we focus on describing all the elements that compose the 6+1 Traits of Writing as well as the ISAT rubrics and explain the scoring process.

### **3.2. Methodological Approach for the Teaching of Writing**

The second section entails two main parts: The Methodological Approach Design and its Evaluation. The former builds upon the fundamental theoretical insights gleaned from the conceptual section. We first describe the context in which the study took place. We then move on to explain the general principles that compelled us to the creation of our writing program and provide an explanation of each one of the components of the lessons. In the latter, we present an evaluation of the methodological approach, carrying out a quantitative analysis based on a one-group Pre-Test/Post-Test Design. We then focus on its results, discussion and findings.

### **3.3. Conclusions**

In this final chapter, we recapitulate the most noteworthy conclusions at which our study has allowed us to arrive. We first bring up to foreground the main features achieved in the creation of the writing lesson program and methodological implications. Then, we summarize the findings derived from the evaluation of the methodological approach carried out by the pre/post test analysis. We also enunciate the major pedagogical implications that derive from our study. Finally, we offer the suggestion of potential lines of investigation, which would significantly help to persist illustrating the topic of English writing with ELLs.

### **3.4. Bibliography**

In this section we include, in alphabetical order, the references that we have used for the writing of the present research.

### **3.5 Appendixes**

We also present six appendixes which we incorporate right after our conclusions. They include, to begin with, the letters that the current teachers (of some of the students

who participated in this study) have written about the academic and socio-emotional performance of these pupils in the school year 2009-2010 (one year after their participation in the intervention program). The rubrics used to assess students writing performance are presented in Appendixes II (ISAT Rubrics) and III (6 + 1 Traits of Writing Rubrics). The pre-tests and post-test for the narrative, expository and persuasive essay are introduced in Appendix IV. In Appendix V we introduce the Multiple Intelligence Test we used during our ‘setting the stage’. The Illinois State Board of Education (ISBE) goals for writing, that guided the creation of our language and content objectives, are included in Appendix VI.

## **VOLUME TWO**

### **5. WRITING LESSONS BOOK**

This separate volume makes up the Writing Lessons Book and WebQuest, a *method for teaching English writing to ELLs*. This book comprises a total of **fifty-seven lessons** designed according to the main ideas expounded during our four theoretical chapters. Furthermore, we also include a **WebQuest** that we created while attending to the increasing interest of students in new technologies. Finally, we present a **DVD** where we have recorded some of the activities that took place during our writing instruction with the hope they may be of help to future generations of educators.

*Chapter 1.*  
*Intelligence:*  
*Historical*  
*Perspectives*

## 1.1. INTRODUCTION

Intelligence has long been an irrefutable area of interest not only for psychologists, but also for educators. Undeniably, since Charles Darwin published his acclaimed book *On the Origin of Species* in 1859 the study of individual differences has been surrounded by never ending controversy. Intelligence has been unmistakably regarded as one of the individual differences accountable for individual achievement in second or foreign language learning (Barcroft, 2004: 200-8). Thus, educators, while trying to facilitate learning for all students, have sought the help of experts who could provide a clear definition and understanding of human intelligence.

This first theoretical chapter represents the general opening position of our research and analyzes the learning context from a particular standpoint: the significance of intelligence in the acquisition and application of knowledge. Thus, in order to gain a deeper understanding of the concept of intelligence, we offer a detailed description of how the study of individual differences gave birth to the study of human intelligence. Consequently, we pay close attention to the first attempt to study intelligence by means of the psychometric analysis. In this chapter, we offer a chronological review of the chief and most frequently accredited authors who have contributed to the development of the study of intelligence. With this comprehensive overview, we begin the study of the particular area of our research – Teaching Writing to English Language Learners – based on Gardner’s Multiple Intelligence Theory and Kagan’s cooperative strategies.

## 1.2. INTELLIGENCE: DEFINITION AND MEASUREMENTS

In considering intelligence, one is faced with the situation that, while in practical terms the construct is widely accepted, there is considerable difficulty with its definition and scope (Jonassen and Gravowski, 1993: 43).

The definition of intelligence is one of the scientific areas that has awakened more controversy. The proliferating literature in this field (Gardner 1983; Sternberg 1985, 1986, 1996; etc.) will evince that the frequent attempts to provide a definition of intelligence are influenced by different factors that warrant closer attention. Therefore, the paramount importance of aspects such as the canons and beliefs of each person – the case in point of the eugenics<sup>1</sup> considerations of Sir Francis Galton<sup>2</sup> –, the socio-historical moment, or the geographical place where somebody lives are overriding variables in the definition of intelligence. The following illustration is a justification of the value of these contributing factors. We shall imagine the case of a tribe that lived two thousand years ago in a flourishing area and believed they were superior to other proximal communities. In this society, the perception of intelligence will not be awarded by the proficient use of current modern technology, by the number of books someone has read, or any other one of the factors that are currently used in our occidental society to define the concept of intelligence. In this particular context, the characterization of intelligent behavior would be verified by the ownership of specific capabilities that allow individuals to master the set of conditions that guarantees the best possible life in that particular environment and historical moment.

---

<sup>1</sup> **Eugenics.** The selection of desired heritable characteristics in order to improve future generations, typically in reference to humans. The term *eugenics* was coined in 1883 by the British explorer and natural scientist Francis Galton, who, influenced by Charles Darwin's theory of natural selection, advocated a system that would allow "the more suitable races or strains of blood a better chance of prevailing speedily over the less suitable." Social Darwinism, the popular theory in the late 19th century that life for humans in society was ruled by "survival of the fittest," helped advance eugenics into serious scientific study in the early 1900s. By World War I, many scientific authorities and political leaders supported eugenics. However, it ultimately failed as a science in the 1930s and '40s, when the assumptions of eugenicists became heavily criticized and the Nazis used eugenics to support the extermination of entire races. <<http://www.britannica.com/EBchecked/topic/195069/eugenics>>

<sup>2</sup> **Sir Francis Galton.** (16 February 1822 – 17 January 1911), half-cousin of Charles Darwin, was an English Victorian polymath, anthropologist, eugenicist, tropical explorer, geographer, inventor, meteorologist, proto-geneticist, psychometrician, and statistician. African Explorer and elected Fellow in the Royal Geographic Society; creator of the first weather maps and establisher of the meteorological theory of anticyclones; coined term "eugenics" and phrase "nature versus nurture"; developed statistical concepts of correlation and regression to the mean; discovered that fingerprints were an index of personal identity and persuaded Scotland Yard to adopt a fingerprinting system; first to utilize the survey as a method for data collection; produced over 340 papers and books throughout his lifetime; knighted in 1909. <<http://www.indiana.edu/~intell/galton.shtml>>

There is extensive literature that devotes its scope of attention to the controversial aspect of the definition of intelligence. However, there has not been a scholar who has been able to best capture its complexity, which constantly contributes to the difficulty of its problematic appraisal, and provide a definition of intelligence that eliminates the disagreement and confusion of its meaning. García Madruga and Moreno Ríos in *Conceptos Básicos de Psicología* (1998: 61-62) claim the lack of an incontestable definition of this term:

No existe un concepto unívoco de inteligencia. Tres acepciones principales merecen ser destacadas. En primer lugar, la inteligencia es considerada como la capacidad de aprender y beneficiarse de la experiencia, de adaptarse a diversas situaciones y contextos.(...) Una segunda acepción se refiere a la capacidad de abstraer y relacionar, de pensar y comprender en profundidad, extrayendo conclusiones, tomando decisiones que no son accesibles en forma directa. (...) Por último se ha llegado a decir que la inteligencia es lo que miden los tests.

Yuste Hernaz (1994: 13-14), Sternberg (2001: 1-2), Cohen and Swerdlik (2002: 267), among others point to the first symposium on intelligence, which took place in 1921, as the first attempt to create an accurate definition of intelligence. Cohen and Swerdlik (2002: 267) review the two main issues that contributors to the symposium were asked to address: 1) what they consider intelligence to be and how it could be measured by group tests and 2) what should be the new steps in research. Sternberg (2003: 6-7) offers features of the definition of intelligence that fourteen experts provided about intelligence. Some of them are:

1. The power of good responses from the point of view of truth or facts. (E.L. Thorndike).
2. The ability to carry on abstract thinking. (L.M. Therman).

3. Sensory capacity, capacity for perceptual recognition, quickness, range of flexibility of association, facility and imagination, span of attention, quickness or alertness in response. (F.N. Freeman).
4. Having learned or ability to learn to adjust oneself to the environment. (S. S. Colvin).
5. The capacity for knowledge and knowledge possessed. (B.A.C. Henmon).
6. The capacity to acquire capacity. (H. Woodrow).

Despite all of their efforts, these scientists could not reach a common definition. Borinng (1923), in endeavoring to spur on an explanation that could satisfy the need of a precise definition, states ‘intelligence is what the tests measure’. Nevertheless, this attempt was not the end of the conflict since we cannot measure something whose limits are not established yet.

A second symposium on intelligence was held in 1986. Sternberg (2001: 2) summarizes it as: “The second symposium (Sternberg and Detterman, 1986) involved opinions of 24 experts in the field of intelligence and produced answers that overlapped with those in the earlier symposium. But the main theme once again was adaptation to the environment”.

To summarize our overview of the problem with defining intelligence, we can draw attention to Colom Marañón and Andrés-Pueyo (2003: 453) who, in their article *El Estudio de la Inteligencia Humana: Recapitulación ante el cambio de siglo*, stress that the tremendous difficulty to reach a final consensus of what is intelligence lies within the complexity of the term which should be viewed as a dynamic one that interacts with a tremendous array of variables. The complexity of the definition leads the expert scholars in this area to acknowledge the controversial nature of the term *intelligence* and therefore no universal definition.

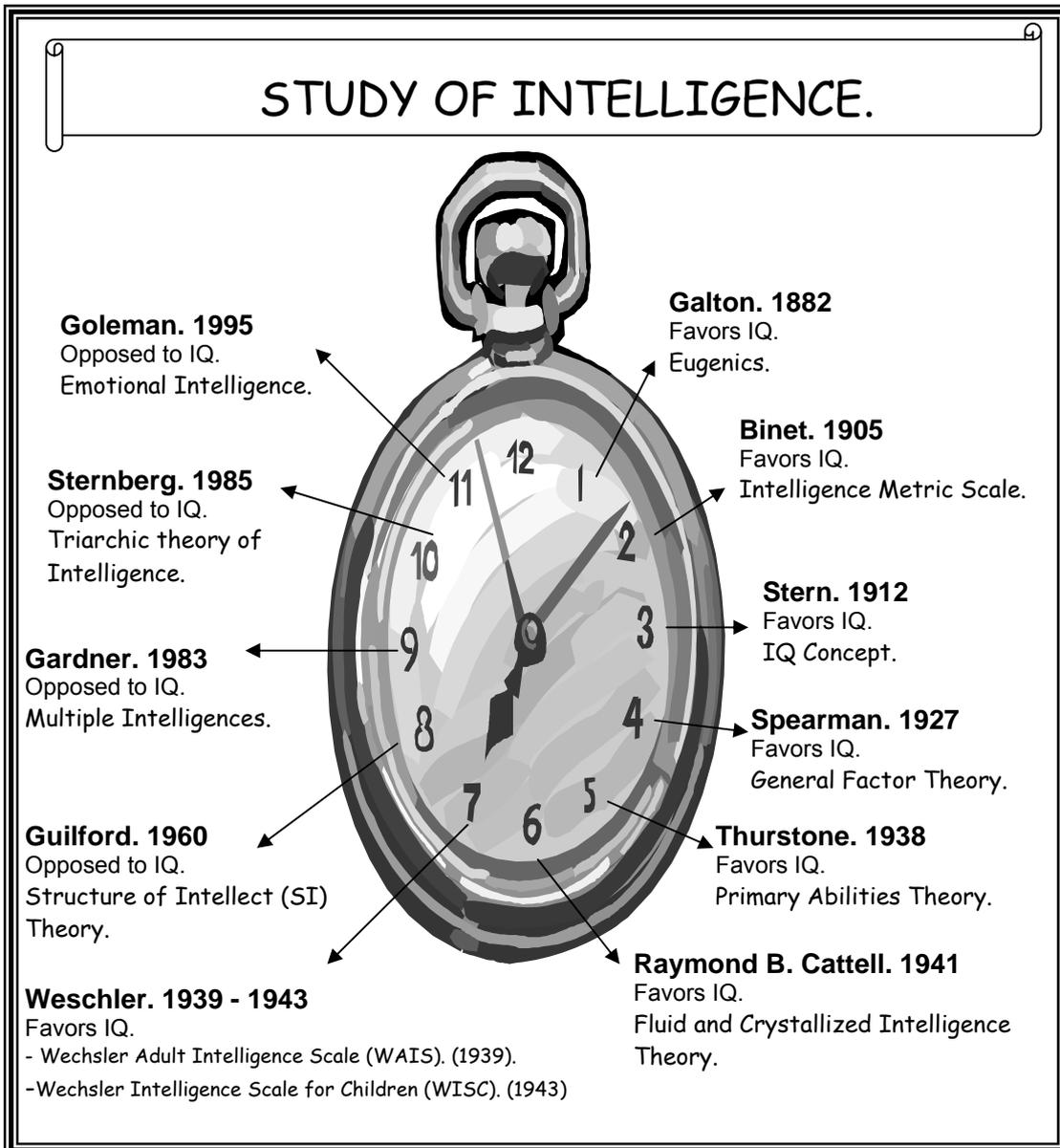
### 1.2.1. Psychometric Analysis

The first attempt to define intelligence came from psychometric analysis. Theories of intelligence can be bisected into: a) those which take as their groundwork a unilateral construct of general intelligence – a case in point the ideas of Spearman (1904) - and b) those which ascertain the existence of multiple intelligences – a sample of which is provided by Gardner (1983) eight decades later. Within this latter view, some scholars have widely expressed their disapproval of traditional IQ tests. This has been the impetus for developing a number of surrogate theories, for example: Intelligence is the result of a number of independent abilities that uniquely contribute to human performance (Gardner, 1983; Sternberg, 1985). This definition evolved from the earliest definitions of intelligence from psychometric analysis to traditional IQ testing. Each one has led to a more complete understanding the theories that comprise the study of intelligence. We start this section with figure number 1.1. in order to offer an abbreviated outline that illustrates the dichotomy of the two aforementioned intelligence theories .

#### 1.2.2.1. Origins of psychometrics

We can trace back the origins of psychometrics to the early 19<sup>th</sup> century with the figure of Sir Francis Galton. Gillham (2001) presents an elegant and inclusive biography of the creator of eugenics, the “science of good breeding” in the light of the “eugenic considerations” raised by “rapid advances in modern human genetics.” Eugenics is shamelessly recalled as the ideological validation it afforded for the Nazi Holocaust. Gillham, in his book *A Life of Sir Francis Galton: From African Exploration to the Birth of Eugenics* recounts how Galton, after the shake-up from the 1859 publishing of Charles Darwin’s *The Origin of Species*, spent the majority of his time striving to discern the association between heredity and human ability.

Figure 1.1. A chronological visual of the theorists who either favor or oppose the view of traditional IQ tests (María Isabel García Garrido 2010).



Fancher (1985) draws attention to the common outlook of the time, which held that the human race has an infinitesimal amount of geniuses and a minuscule quantity of idiots, while the vast mainstream was determined by equally intelligent people. Therefore, the number of people who were leading successful lives was directly originated by hard work and willpower. This view was not enough to convince Galton (1892), who believed mental traits are based on physical factors and are, in fact, inheritable traits. For Galton, intelligence was a real dexterity with an inherent basis that could be analyzed by studying response times to particular intellectual tasks. Galton based his studies on pedigree analysis, twin studies and biometrics to measure the favorable physical distinctiveness that he conceived as evidence for intellectual supremacy.

#### 1.2.2.2. Definition and Characteristics of Psychometric Analysis of Intelligence

The first rigorous venture to demarcate the umbrella term which refers to the intellectual properties of the human mind was performed by means of psychometric analysis. In regards to the history of this method of research, many scholars have offered an extensive overview (Sternberg, 1998; Deary, 2000; Shultz and Whitney, 2004). In general, psychometric theories of intelligence are rooted in a model that depicts intelligence as a combination of abilities which can be measured by psychological tests. Arithmetical representations allocate specific weakness in one area to be counterbalanced by strong aptitude in a different area of test performance. Thus, higher ability in interpretation can equilibrate a deficiency in number ability. Therefore, the psychometric theorists have sought to comprehend how intelligence develops in terms of modifications in intelligence components and in various aptitudes in infancy. Psychometric theory is most widely used in the school environment in order to assess students' intellectual capabilities (Purcel and Renzulli, 1998).

### 1.2.2. The General Factor of Intelligence: *g*

The general factor of intelligence, (abbreviated *g*), is a polemical term used to appraise what is prevailing to the outcomes of all intelligence tests. It has become the omnipresent element included in all studies of intelligence; either by asserting or by denying its existence, scholars addressing this area of study have devoted close attention to this factor. The interpretation of the data gathered through the analysis of the *g* factor has been surrounded by economical, social and political controversy (Miller, 1996; McGrew, Flanagan, Keith, and Vanderwood, 1997; Jensen, 1998; Rushton, 1999; Kane and Oakland, 2000; Garlick 2002; Bower and Ishaek, 2003; Chamorro-Premuzic, Furnham, 2004, among others). Thus, an operative description of this general factor seems to be compulsory in any discussion about intelligence.

The extraction of the general intelligence factor is the main anchor of psychometric theories of intelligence. The main divergence that demarcates all the psychometric theories comes from the consideration of the number of factors to be analyzed (Grigorenko and Sternberg, 2009; Nyborg, 2003). Spencer (1904) asserted the existence of only one general factor. On the contrary, later scholars would argue multiple factors of intelligence. Gardner (1983: 230) acknowledges the works of Archilochus<sup>3</sup> to establish the origins of this divergence:

Arquiloco, el poeta de la antigua Grecia, dividió a los individuos en dos grupos básicos: los zorros, que creían muchas cosas pequeñas, y los erizos, que creían una única cosa grande (Berlín, 1953). Los ecos de esta dicotomía aún resuenan en los estudios de la inteligencia. Como reacción a las afirmaciones globales de los unitaristas, y como resultado de su propia investigación empírica, muchos estudiosos de las inteligencias han

---

<sup>3</sup> **Archilochus.** (Greek: Αρχίλοχος) (c. 680 BC – c. 645 BC) was a Classical Greek poet, and supposed mercenary. The earliest Greek writer of iambic, elegiac, and personal lyric poetry whose works have survived to any considerable extent. The surviving fragments of his work show him to have been a metrical innovator of the highest ability.

<<http://www.britannica.com/EBchecked/topic/32798/Archilochus>>

planteado puntos de vista alternativos, en los que se considera el intelecto como compuesto de numerosas facetas o factores distintos, o incluso de inteligencias cualitativamente diferentes.

Therefore, the common ground to psychometric theories of intelligence is the search for a set of fundamental capabilities – such as verbal ability, reasoning ability, etc. – that offer a clear determination of individuals' intelligence (Sternberg, 1985: 26). Equally important is the elucidation provided by Gardner (1983: 230) who forewarns attention to two key elements of this study of intelligence: a) *Factor analysis* which is the mathematical method applied to describe fluctuation among discerned variables in terms of the exiguous unobserved variables named *factors*, and b) *The modus operandi* is application of an intelligence test which embraces a set of questions that will be analyzed using correlation processes to give an account of similitude, which has a common factor, called *g*. Crocker and Algina (1986: 232) explain that: “In general, this approach involves obtaining a set of  $n$  measurements on the same examinees, computing an  $n \times n$  correlation matrix between these measurements, and then using factor analytic techniques to identify some reduced number of underlying variables (called factors) which account for variation in the original set of  $n$  variables.” Gorsuch (1983) ascertains that this particular psychometric testing describes behaviors, studies individual differences, etc. It can be reckoned as the statistical factorial analysis which minimizes the number of variables and maximizes the resulting information from the analysis. Spearman (1904: 126) would say: “This aspect of factor analysis is especially useful when the sheer amount of information in a study exceeds comprehensibility, or when certain distinctions and relationships between variables are hypothesized.” Spearman regarded *g* as the “common and essential element in intelligence”.

Colom Marañón and Andrés-Pueyo (1999: 467) provide account of two basic generalizations about the *g* factor: 1) *g* does not relate to the specific content of the tests

or to its superficial characteristics. It expresses the correlation among all the subtests, and 2) *g* is related to the complexity of the cognitive activity demanded by the problems, that is to say, to study the relationships among abstract elements, concepts, ability to reason, capability to analyze, capacity to find common characteristics between superficially different elements, and to infer conclusions from the reconnaissance elements.

Colque and Yanette (2004) discuss the aims of the *g* factor, which we next offer in a summarized form: 1) Analyze the correlation between success and IQ, 2) Determine the cognitive level of the tested people in order to provide these subjects with the tasks that apply to their particular mental capabilities, 3) Contribute to the successful educational placement of students, and 4) Discover strengths and weaknesses, distinguishing between natural aptitude and specific learning.

### 1.3. INTELLIGENCE TESTS

An intelligence test is a type of psychological test. Anastasi (1990: 23-24) describes it as follows:

Un test psicológico es en esencia una medida objetiva y estandarizada de una muestra de comportamiento. Los tests psicológicos son similares a los tests de otras ciencias, en la medida en que las observaciones se realizan en una muestra pequeña, pero cuidadosamente elegida, del comportamiento de un individuo. El valor diagnóstico o predictivo de un test psicológico depende del grado en el que sirve como indicador de un área de conducta relativamente amplia y significativa. La medida de la muestra de comportamiento cubierta directamente por el test no suele ser el objetivo del uso de tests psicológicos. Si se puede demostrar que hay una relación estrecha entre el conocimiento de una lista de palabras por parte de un niño y su nivel global de vocabulario, o entre su puntuación en una serie de problemas aritméticos y su rendimiento general en cálculo, entonces el test cumple su objetivo.<sup>4</sup>

---

<sup>4</sup> Cited in Colom Marañón (1995: 52-53)

Colom Marañón offers the following definition of intelligence test:

“Un test se podría definir como una situación experimental normalizada que sirve de estímulo a un comportamiento, como un instrumento de investigación que ha permitido la construcción de modelos teóricos para intentar conocer algo sustantivo sobre el comportamiento inteligente” (1995: 453).

“Por tanto, el contraste, la abstracción, la inferencia, la búsqueda de similitudes y diferencias, constituyen algunas de las piezas claves de la inteligencia, tal y como se manifiesta en el razonamiento, la solución de problemas y la adquisición de nuevos conceptos” (1999: 467)

Finally, we also give an account of a very recent description of an intelligence test issued by the Nebraska Department of Education as: “Series of tests, either group or individual, for assessing general mental ability or scholastic aptitude”.<sup>5</sup>

### 1.3.1. Origins: The Study of Individual Differences

Gardner (1983: 46) reflects on the incentives which gave birth to intelligence test:

De hecho, si uno quisiera medir a los individuos, se necesitarían muchas dimensiones y pruebas para la medición y comparación. Solo era cuestión de tiempo para que los psicólogos prepararan diversas pruebas y comenzaran a clasificar a los seres humanos comparando los desempeños en estas medidas. Al principio, la sabiduría prevaleciente afirmaba que se podían estimar los poderes del intelecto en forma adecuada mediante diversas tareas de discriminación sensorial: por ejemplo, la habilidad para distinguir entre luces, pesos, lanas (Galton)... Pero poco a poco (por una serie de

---

<sup>5</sup> In: Nebraska Department of Education. “Reading and Writing”. Glossary (2008).  
<<http://www.nde.state.ne.us/read/framework/glossary/assessment.html>>

razones) la comunidad científica concluyo que se tendrían que buscar de manera preferente capacidades más complejas o "molares", como las que involucran el lenguaje y la abstracción, si se quería tener una evaluación más exacta de los poderes intelectuales humanos. El principal investigador en esta área fue el francés Alfred Binet (Gardner, Howard, 1983: 46)

The purpose and origins of intelligence testing would never be clear if we would overlook the study of individual differences. Researchers in this area<sup>6</sup> study the ways in which individual people differ in their behavior; thus this is the onset for the study of human intelligence (Murray and Kluckhohn, 1953; Buss and Greiling, 1999; Chamorro-Premuzic, and Furhnam, 2006).

Yuste Hernaz (1994: 13), Cohen and Swerdlik (2001: 48-49) acknowledge the works of Du Bois (1970) on the study of intelligence tests outbreak. The latter author advocates the genesis of intelligence test in China, in the year 220 B.C. when an emperor decided to analyze the competence of his soldiers. Ensuing, with the Chan dynasty, new tests were elaborated to assess the entrance of persons serving in military. “Se atendió la valoración de la destreza en áreas como música, arquería, equitación, escritura y aritmética. También se examinaba la destreza con respecto a la habilidad en los ritos y ceremonias de la vida pública y social, leyes civiles, asuntos militares, agricultura, rentas públicas y geografía” (Cohen and Swerdlik, 2001: 48).

Paradoxically as it may seem, the occidental world did not embark on this assay until the mid XIX century. Gardner (1983) offers a retrospect on the foregoing pre-

---

<sup>6</sup> The **International Society for the Study of Individual Differences** (ISSID) was founded in 1983 to foster research on individual differences in temperament, intelligence, attitudes, and abilities. The aim of the society is to investigate the major dimensions of individual differences in the context of experimental, physiological, pharmacological, clinical, medical, genetical, statistical and social psychology. It further aims to seek the determinants, causes, and concomitants of individual differences, using concepts derived from these disciplines. ISSID holds *Personality and Individual Differences (PAID)* as its official scientific journal and hosts a conference on individual differences every other year. The current president is William Revelle, professor of psychology at Northwestern University. <<http://www.issid.org/issid.html>>

scientific methods which struggle to unearth the roots of intellectual human capabilities. The analysis of cognitive individual differences was the residuum of philosophical deliberations which lack any empirical substance. “Los egipcios localizaron el pensamiento en el corazón y el juicio en la cabeza o riñones. Pitágoras y Platón afirmaron que la mente estaba en el cerebro. En forma análoga Aristóteles pensó que el asiento de la vida está en el corazón, en tanto que Descartes colocó el alma en la glándula pineal” (Gardner, 1983: 46). In fundamental agreement with Gardner, Jensen (1998: 4) admonishes the constraints imposed on psychology, by Platonic philosophy and Christian theology, as the reason for the adjournment of the identification of individual differences. Thus, Jensen (1998) bespeaks the works of Franz Joseph Gall (1758-1828), Herbert Spencer (1820-1903) and Charles Darwin (1809-1882) as the dawning stage for the occidental scrutiny of individual differences.

#### 1.3.1.1. Franz Joseph Gall

At the outset we shall study the contributions made by Joseph Gall (1758-1828), who is recognized as the pioneer on the study of intellectual capabilities (Ackerknecht and Vallois, 1956; Sabbatini, 1997). In 1796, Gall studied the allocation of mental functions in the brain analyzing the external anatomy of the skull or cranium; by this way developing a method called “cranioscopy”. Johann Spurzheim would later give cranioscopy the name of phrenology. Gardner (1983: 44) gives account of Gall’s classification of 37 different mental capabilities:

“ .. las facultades afectivas como amorosidad, procreación y discreción; sentimientos como la esperanza, reverencia y autoestima; poderes reflexivos y capacidades preceptuales, incluyendo el lenguaje, la entonación (para lo musical), lo mismo que la sensibilidad a propiedades visuales como la forma y el color.[...]. Tras una extensa observación localizó todas éstas en una determinada región del cerebro. La destructividad, por ejemplo, se localizaba justo encima del oído”.

Elaborating further into Gall's theory, Gardner (1983) announces the observations of some physical characteristics which would be responsible for characterizing personality traits: "...los niños con ojos prominentes mostraban buena memoria" (Gardner, 1983: 44).

In 1809, residing in Paris, Gall published his theory about the human mind in his acclaimed work: *The Anatomy and Physiology of the Nervous System in General, and of the Brain in Particular*, where he put forward his outlook on man's moral and intellectual capabilities. According to Gall, these human traits are inherited and their expression is built upon the structure of the brain, which he envisages to be the organ accountable for all the tendencies, feelings and abilities. As he would declare, the main objective of his study would be: 1) develop a functional anatomy and physiology of the brain and 2) review the part of psychology which devotes its study to the analysis of personality. Gall advocated the existence of diverse mental organs which would provide the grounds for a given mental faculty. Furthermore, he propounded that the specific enhancement of mental faculties in a person would lead to the surpassing development in the sub-organs. Conclusively, Gall theorized that: a) the outer shape of the cranium evinces the inner form of the brain, and b) the relative enlargement of its organs compelled skull shape modifications; consequently, a deeper analysis of these conditions could lead to understanding human mental abilities (Sabbatini, 1997).

Another suggestive explanation about Gall's ideas was provided by Ackerknecht and Vallois (1956: 49):

He proposed that "the skull is molded on the brain," and consequently proceeded to determine the configuration of brain structure, or "organs," from the bony attributes of the skull, which, at a malleable stage, would have developed over the prenatal/infant grey and white matter. Gall was especially interested in studying individuals who demonstrated extreme behaviors -- those who were especially gifted, or criminal, or insane -- and considered their particular skull prominences and depressions as

representing those parts of the underlying brain that were over- or underdeveloped relative to their special characteristics. An unusually pronounced area indicated to Gall a particular talent, or overabundance, of traits relative to that assigned area of the brain; a recession in the skull demonstrated the lack of such attributes. Skull palpation, in this context, would demonstrate the strengths and weaknesses of an individual's personality traits and gifts. Gall amassed a large collection of skull and brain casts, including those of well-known writers, philosophers and artists, to serve as a basis for correlation and corroboration of his theories.

Gall's theory was widely accepted all over Europe and the United States during the first half of the 19<sup>th</sup> century. Gall was the first one to propose that: “no existen poderes mentales como la percepción, memoria y atención, sino que hay diferentes formas de percepción, memoria y cosas parecidas para cada una de las distintas facultades intelectuales, como el lenguaje, música o visión. Aunque rara vez se la toma en serio en casi toda la historia de la psicología, esta idea es muy sugestiva y bien pudiera ser correcta” (Gardner 1983: 45). Gall's ideas would convey positive and negative fallouts. About the productive outcome of his ideas, we must bring to light the practical base this theory would provide for the study of individual differences. Phrenology would be the primordium for future scientific psychological theories. “As a proponent of the brain being composed of individual but connected systems, Gall formulated the basis for both modular and connectionist theories concerning brain function. His primary contributions concern the localization of function; localization of symptom, or lesion, was still to follow” (Ackerknecht and Vallois, 1956: 14). Antithetically, the adverse consequences of this theory would be bequeathed by its eugenics interpretations. Manifestations of these discriminatory ideas were first exposed by the English government who used Gall's ideas to justify the inferiority of colonial citizens (Gardner, 1983).

### 1.3.1.2. Herbert Spencer

Herbert Spencer (1820–1903) is recalled as the evolution philosopher. In 1851, in his book *Social Statics, or the Conditions Essential to Human Happiness*, Spencer discusses the predicaments of social order, provides a chronicle of the evolution of human unrestraint and begins the struggle in the search of individual liberties (Duncan, 1908; Andreski, 1972; Jones, 1980; Gray, 1996; etc.).

Spencer expands his ideas on evolution in the first volume of *A System of Synthetic Philosophy*, entitled *First Principles*, (1862) where he advocates that all occurrences could be understood if observed by means of a prolonged method of development in living things. He established a comprehensive apperception of evolution as the continuous expansion of the tangible world, living things, the human mind, and human culture and societies. His theory was that uniform organisms are unstable, that organisms evolve from unelaborated to more composite and assorted forms and that such progress represented a norm of evolution. This description of progression afforded an inclusive and prearranged configuration for the sort of deviation distinguished by Darwin. In *Principles of Biology* (1864) he coined the phrase ‘survival of the fittest,’ – a term that powerfully suggests ‘natural selection’ – as the result of his personal understanding of Charles Darwin’s *On the Origin of Species*. Spencer amplified evolution into domains of sociology and ethics; he made use of Lamarckism rather than natural selection. He believed that competition lead the brightest and strongest individuals to climb to the top of the society (Gould, 1980; Kennedy, 1978).

Spencer’s ideas deeply influenced education in the mid-19th century. According to Spencer, the government should have very limited social involvement. He vigorously disapproved the creation of public schools, alleging that they would foster the development of mediocre individuals. His idea of intellectual development proposed the competition of private school students among each other. This competition aims to attract the most advanced students and the most talented educators. Considering the socio-

economical conditions of the time, he proposed the development of an education based on scientific rather than classical content. Consequently, the curriculum should target the development of five basic human activities: 1) lessons which would contribute to self-preservation such as health, diet, and exercise, 2) lessons intended to improve and develop work skills such as reading, writing, computation, and knowledge of the sciences, 3) parenting lessons to guarantee strong families, 4) lessons which would prepare citizens for the active participation in society and politics, and 5) lessons that would help students to enjoy their free time. Spencer's ideas on education were enthusiastically acknowledged in the United States. In 1918 the National Education Association's (NEA) Commission on the Reorganization of Secondary Education established its *Cardinal Principles of Secondary Education*, which would be based on Spencer's list of activities in its recommendations for American education (Peel, 1971; Boyer, 1987; Paxton, 1991).

### **1.3.2. The beginning and development of Intelligence Tests**

The first attempts of intelligence measurement date back to the works of Esquirol (1838) and Seguin (1866), who introduced new methods for the training of mentally disadvantaged people (Yuste Hernaz, 1994: 13); however, the works of geneticist Sir Francis Galton (1869/1883/1892/1907/1962/1973) are undoubtedly considered the keystone of intelligence measurement. His followers Spearman (1923) and Burt (1949) expanded on his ideas. But it was Binet (1905) who changed the perception of intelligence by creating an educational system that would foster the development of individual mental capabilities. In the words of Yuste Hernaz (1994: 13): "... la tarea de Binet era la de seleccionar grupos de sujetos más lentos para el aprendizaje, o con deficiencias específicas, con el objetivo de ayudarles, mejorar los métodos de instrucción y conseguir un mayor acercamiento a los conceptos de pensamiento, inteligencia, memoria, y atención".

Yuste Hernaz (1994: 14-15) offers a chronological overview of the scholars who followed this methodology and created their own factorial analysis that actively exhibited the correlations between tests and intellectual capabilities:

(1) Análisis bifactorial de Charles Spearman (1923;1927); (2) Análisis jerárquico a imitación de árbol de Porfirio de Cyril Burt (1940); (3) Análisis de habilidades mentales de L.L. Thurstone (1944; 1948); (4) Análisis de dos factores de grupo: el verbal educativo y el espacial mecánico de Philip E. Vernon (1950; 1960); (5) Distinción entre inteligencia A (genotípica) y B (fenotípica) de Donald O. Hebb (1949); (6) Modelo de 150 factores independientes de J.P. Guilford (1967); (7) diferencia entre inteligencia fluida e inteligencia cristalizada de Raymond B. Cattell (1940; 1963; 1971); (8) El modelo propuesto por Hans J. Eysenck (1979; 1982) de diferenciación entre: 1. Calidad (rapidez, persistencia y comprobación de errores); 2. Material del tests (verbal, simbólico y espacial) y 3. Proceso mental (razonamiento, memoria, percepción) ; (9) La estructura radicular en la teoría del rádex de Louis Guttman (1954; 1965); (10) Los niveles de percepción I (percepción, estímulo, almacenamiento y recuerdo) y II (elaboración y transformación de los estímulos) de Jensen (1969); (11) teoría de Mariano Yela (1976; 1982) de la inteligencia como un continuo heterogéneo y jerárquico y (12) La teoría de las siete inteligencias de Howard Gardner (1983).

Four main theorists who contributed significantly to the development of Intelligence Tests through their works were Galton (1822-1911), McKeen Cattell ( 1860 – 1944), Binet (1857-1911) and Wechsler (1896-1981).

#### 1.3.2.1. Sir Francis Galton

As discussed earlier, (see section 1.2.2.1.), it all commenced with Sir Francis Galton. Outstanding experts in the study of intelligence bespeak of Galton as the father of the intelligence test (Cohen, 1974; Gardner, 1983; Fancher, 1985; Sternberg, 1985, 1997; Irvine, 1986; Clayes, 2001; Jensen 1998, 2002; Simonton, 2003). Studies by the aforementioned authors facilitate an understanding of the history of intelligence testing.

We have prepared a personal abbreviated overview that we hope may aid to the understanding of the history of intelligence testing.

In the field of psychology, Galton was the frontier settler in the systematic application of statistics analysis and developed fundamental techniques for the statistical measurement, such as the correlation coefficient. He studied twins' similarities and differences in order to establish the intelligence limits provided by nature versus those developed by nurture. Galton created the term 'mental test' and attempted to measure most human capabilities. He introduced the idea of objective measurement of human capabilities. He developed tests to assess motor and sensory skills. He fathered most of the concepts and statistical methods which are still used today to measure individual differences. Galton was the pathfinder in the application of empirical methodological analysis in the study of inherited mental skills. He established the first mental test center where a person could take a set of tests and get the results, in written form, that same day.

Galton was deeply influenced by Darwin's ideas. Thus, the readings of Darwin's works spurred Galton on to the study of inherited personality traits. Galton adduced that characteristics such as weight, height, intellectual level, etc. were congenital and therefore human kind could be ameliorated by means of selective breeding of good traits.

Clayes (2001) points to the year 1865 as the moment when Galton would begin his most serious attempt to study inherited traits. The results of his studies were published in 1869, in a book titled *Hereditary Genius: An Inquiry into its Laws and Consequences*. Plucker (2007) designates this work as the first systematic effort to study whether human ability was hereditary. In order to test his theory, he studied the lives of various degrees of eminent men, asseverating the presence of more eminent men among the relatives than among the general population. He gathered the needed information from several biographical sources, mainly from the Times newspaper, and contrasted the upshots that he organized in various ways. His book *Hereditary Genius* (1869) would provide detailed chronicle of this pioneering work by showing, among other things, the downswing in the numbers of eminent relatives when going from the first top degree to

the second and to the third. These observations provided him with enough reasons to advocate the inheritance of intellectual abilities.

In summary, by applying British empiricism, Galton theorized that intelligence was determined by *sensory acuteness*. Therefore, people who displayed conspicuous levels of sensory discrimination were considered to be surpassingly intelligent. Furthermore, since sensory discrimination portrayed native endowment, individual differences in intelligence were ascertained to be chiefly a function of inheritance.

Galton decided to extend the theory of evolution of species to human intelligence, as he did not agree with the hypothesis already expressed which claimed that “babies are born pretty much alike, and that the sole agencies in creating differences between boy and boy, and man and man, are steady application and moral effort. It is in the most unqualified manner that I object to pretensions of natural equality” (Galton 1869: 1).

Therefore, he started working on his *Intelligence Test* in the laboratory of South Kensington in 1884 which had as its base the following subtest:

(1) Test de audición. En este se medía el sonido más agudo que una persona podía discernir a través de la discriminación de un silbido. (2) Tests de discriminación del peso. “Aquí se usaban varias cajas de cartuchos de revolver llenas de capas de perdigones, lana o guata. Las cajas eran idénticas en apariencia y solo se diferenciaban por el peso. El juego consistía en discriminar las más livianas de las más pesadas”. (3) Test olfativo: En el cual el testado debería probar su capacidad para diferenciar entre los olores de distintos rosales. Padres e hijos pagaban a Galton para que midiese su altura, su peso, su fuerza, su capacidad auditiva y su sentido de la vista (Sternberg, 1997: 56).

He discerned the level of the intellect by means of two characteristics: (1) The capacity for work – the more intelligent person would be capable of accomplishing more work – and (2) The sensorial capability. Galton believed in the existence of specific

capabilities that could be measured by his ‘intelligence test’ and that would provide the vindication for the different social classes. Thus, Galton advocated the interdependence between intelligence and success (Galton, 1907; Forrest, 1974; Gillham, 2001; Bulmer, 2003).

Although Galton’s intelligence test was not the most accurate way of measuring intelligence, we must acknowledge the positive outcomes of his work. Simonton (2003: 3-18) refers to Galton as the first scientist who was able to demonstrate that the *Laplace-Gauss* distribution, also known as *Normal Distribution* could be used to study psychological attributes including human intelligence. Equivalently, Jensen (2002: 145-172) adduces the value of Galton’s work by paying attention to his contribution to the use of percentiles to measure the relative position, in several measurements, in relation with the normal distribution. Furthermore, he would be the avant-garde in the creation of tools to establish correlations and regressions between the tests that he realized.

#### 1.3.2.2. James McKeen Cattell

James McKeen Cattell (1860 - 1944), American psychologist, was the first professor of psychology in the United States at the University of Pennsylvania and long-time editor and publisher of scientific journals and publications, most notably the journal *Science* (Sokal, 1971). Galton’s ideas about intelligence testing were adopted and developed by Cattell. Sternberg (1997: 57) describes Cattell’s tests in the following way:

Por ejemplo, en un test dinamométrico de presión, la gente tenía que apretar un instrumento con toda su fuerza, y la fuerza de su apretón se convertía en una de las diversas medidas de su inteligencia. Otro test se ocupaba de cuanta presión era necesaria para que una persona experimentara dolor. Ya estaba bien que la facilidad con que una persona sufría a causa de una herida tuviera una compensación en la vida: una evaluación más alta de su inteligencia.

Cattell administered intelligence tests to students at the University of Pennsylvania, and later at the University of Columbia in 1891, in order to select new students. He coined the term “Mental Test”, developed ranking methods and supported positive and negative eugenics. In 1921 he established the Psychological Corporation, the first of many groups which applied psychological techniques to practice. Psychological Corporation became and remained a leader in the development of tests for use in education and industry. Nevertheless, his tests were considered not reliable and were substituted by Alfred Binet’s intelligence tests (Cohen and Swerdlik, 2001; Gómez, 2004; Plucker, 2007).

#### 1.3.2.3. Binet-Simon Intelligence Scale. (1905)

Thus, while acknowledging the assets of the reviewed scholars who tried to explain and create a way of measuring intelligence, we must also stress the major pitfalls of their intelligence test. On the whole, none of the intelligence tests created had a practical effect nor were reliable and valid. In order to overcome such shortcomings, Alfred Binet and his colleague Theodore Simon would set forth their own particular intelligence test in 1905 (Wolf, 1973; Fanher, 1985; Siegler, 1992; Bergin and Cizek, 2001; White, 2000).

Binet-Simon Intelligence Scale’s *origins* can be dated back to the socio-economical conditions which affected the educational system of the time. Minton (1998) reasons that, as a consequence of the escalating effects of urbanization and industrialization during the early twentieth century, public education started its expansion in the urban centers of main cities, both in Western Europe and North America. New school issues, such as reorganizing schools for more competent classroom management or how to work with slow learners, were consequently of overriding magnitude to educators; something that social scientists would try to solve. In 1899, Binet became an affiliate of the Free Society for the Psychological Study of the Child, *La Société Libre pour l'Etude Psychologique de l'Enfant*. At the end of the 19<sup>th</sup> century, French education

changed significantly as a result of a law that made it compulsory for children ages six to fourteen to attend school. In 1904, the French government requested the aforementioned French professional group for child psychology to appoint a commission on the education of mentally delayed children (Faber, 1992; Herrnstein, and Murray, 1994; Cunningham, 1997, Martin and Volkmar, 2007 among others). The main objective of the commission would be to design an instrument for recognizing students in need of special education. Or in Minton's words (1988: 1): "It was clear to the commission that in order to address the problems of retarded children, special education programs had to be developed. Therefore it was necessary to devise a means of identifying retarded children. Binet thus set about developing a scale that could differentiate those children who were slow learners from those who were able to keep pace with the level of instruction (normal children)". Sternberg (1997: 58) explains this intelligence test aspiration as: "Asegurar que se pusiera a los niños en clases para retrasados mentales únicamente si eran «incapaces de aprovechar, en término medio, la enseñanza que se impartía en las escuelas ordinarias»." Binet (1905) stated the importance of placing in these programs only those students who would most benefit from these programs. Furthermore, he recommends being prepared for the reactions of those parents whose children are to be placed in these types of schools. Their reactions would vary depending on whether they want their children to: a) remain in the regular programs; in this case, they may deny their children have any type of disability and may hesitate to provide any type of information about the needs of the child, and b) enter the mental retardation school; in which case, they may even teach their children how to pretend to have any type of cognitive disadvantage.

Binet, with the help of Theodore Simon, developed a way of recognizing and then appropriately instructing the slow child by creating the *Binet-Simon test of intelligence*. The test was administered to students of ages two through twelve. The goal of this age range was to find out the "Mental Age"<sup>7</sup> of the child. Plucker (2007: 2) explains the functioning of the scale the following way:

---

<sup>7</sup> **Mental Age (MA)** - Refers to the score a student receives on an intelligence test; it compares his score to those of other children of the same age, given the same test. It is a function of IQ and chronological age.  
<<http://www.child-dev.com/drupal/node/39#M>>

Binet had developed a scale where specific tasks were directly correlated to different levels of abilities or a mental age. However, Binet was not suggesting that each task would correspond exactly and reliably to a particular mental level. As the scale developed, Binet found it necessary to use a number of tasks at each level to determine mental age. At this point, the task of determining a person's mental age was reminiscent of one of the psychophysical methods developed by Wundt to determine the level of a person's sensitivity to faint stimuli or to small physical differences in stimuli.

The test would be published in 1905; most experts recall it as the debut of the testing movement. In “New Methods for the Diagnosis of the Intellectual Level of Subnormals” Binet and Simon (1905) outline the rationale for their scale and offer guidelines for its administration. In the introduction, the authors explain the intention of the scale; Binet and Simon state that the main aspiration is to analyze the child’s mental state at the time of the observation (without considering previous consequences which may have affected his/her intellectual development).

Minton (1998) describes how Binet and Simon reject the relevance of the causes of the mental retardation – whether it is acquired or congenital it will not affect the data acquired by the test – while considering factors to design their scale. Test creators Binet and Simon specify the precise group the scale is aimed at; it is only appropriate for assessing the mental performance of children. Therefore, the scale does not attempt to recognize any other type of psychological problems that may affect the child. The authors describe the three different methods they used:

[...] In order to recognize the inferior states of intelligence we believe that three different methods should be employed. We have arrived at this synthetic view only after many years of research, but we are now certain that each of these methods renders some service. These methods are: 1. *The medical method*, which aims to appreciate the anatomical, physiological, and pathological signs of inferior intelligence. 2. *The pedagogical method*, which aims to judge the intelligence according to the sum of acquired knowledge. 3. *The psychological method*, which makes direct observations and

measurements of the degree of intelligence. From what has gone before it is easy to see the value of each of these methods. The medical method is indirect because it conjectures the mental from the physical. The pedagogical method is more direct; but the psychological is the most direct of all because it aims to measure the state of the intelligence as it is at the present moment. It does this by experiments which oblige the subject to make an effort which shows his capability in the way of comprehension, judgment, reasoning, and invention. [...] <sup>8</sup>

The skills that would be evaluated by Binet and Simon differed distinctly from those previously studied by Galton and Cattell. “Para él, (Binet), la inteligencia dependía del juicio mental, no de la agudeza sensorial” (Sternberg, 1997: 59) The new focus of study would be the logical and analytic components of language and mathematics. Gómez (2004: 2) describes the scale components as: “La escala consistía en una serie de problemas que exigían comprensión, capacidad aritmética, dominio del vocabulario, etc., y que estaban destinados a medir la inteligencia general”. In an interview conducted by Kathy Checkley to Howard Gardner in 1997, he clarified the study of the Binet-Simon intelligence test as: “The IQ test was developed about a century ago as a way to determine who would have trouble in school. The test measured linguistic ability, logical mathematical ability, and, occasionally, spatial ability” (Chekley, 1997: 3).

The scale along with Binet and Simon’s observations are outlined by Hergenhahn (2008: 311): “The scale consisted of 30 subtests ranging in difficulty from simple eye movement to abstract definition. The tests were arranged in order of difficulty so the more tests a child passed the more fully developed his or her intelligence was assumed to be. The scale was given to normal children and to children thought to have retardation, all of them to children between the ages of 2 and 12.”

---

<sup>8</sup> **Binet, Alfred** (1905). “New Methods for the Diagnosis of the Intellectual Level of Subnormals.” First published in *L'Année Psychologique*, 12, 191-244.  
<<http://academic.udayton.edu/gregelvers/hop/index.asp?m=3&a=66&key=75>>

Minton (1998) advocates the fact that this test made it possible to come to a resolution about which program of study is most suitable for each student, special education or regular classroom instruction. Binet and Simon would implement this test by comparing ‘normal students’ and ‘delayed students’. The latter would be coming from public schools, hospitals and orphanages. Their test went on to place each student with a corresponding educational environment.

Nevertheless, we must also note in this section that even Binet admitted this test was not the key to the precise and unequivocal measurement of intelligence.

Consistent with present-day beliefs concerning the assessment of intelligence, Binet also acknowledged that an intelligence test could provide only a *sample* of all of an individual's intelligent behaviors. Further, Binet wrote that the purpose of an intelligence test was to classify, not to measure: I have not sought in the above lines to sketch a method of measuring, in the physical sense of the word, but only a method of classification of individuals. The procedures which I have indicated will, if perfected, come to classify a person before or after such another person or such another series of persons; but I do not believe that one may measure one of the intellectual aptitudes in the sense that one measures a length or a capacity. Thus, when a person studied can retain seven figures after a single audition, one can class him, from the point of his memory for figures, after the individual who retains eight figures under the same conditions, and before those who retain six. It is a classification, not a measurement... we do not measure, we classify (Varon, 1936: 41).

Many acclaimed authors appoint Binet-Simon Intelligence Scale as the first scientifically precise mechanism to measure intelligence (Atherton, 2009; Cianciolo, and Sternberg, 2009). Many scholars celebrated the “*success*” of this test which would be the embarkation of the international unfurling of intelligence tests. Ensuing, Lewis Therman, while using the ideas of Binet and Galton, created an American version of the Binet

scale. It received the name of the Stanford-Binet Intelligence Scale (Gardner, 1983; Sternberg, 1985; Minton, 1998).

But, what were the reasons of the expansion and global success of this test? Gardner (1983: 23) alleges that the main cause was that, for the first time, intelligence could be measured and therefore individuals could be classified: “Disponíamos de una dimensión de capacidad mental que nos permitía clasificar a todo el mundo”. This test would shed light on the study of individual differences, by focusing exclusively in math and language abilities, adumbrating the possibilities of success and failure of the tested students – first in the school environment and later on in life -. Binet and Simon described intelligence as follows:

It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances. A person may be a moron or an imbecile if he is lacking in judgment; but with good judgment he can never be either. Indeed the rest of the intellectual faculties seem of little importance in comparison with judgment (Binet and Simon, 1916, 1973: 42-43).

In 1908, three years after the publication of “New Methods for the Diagnosis of the Intellectual Level of Subnormals,” Binet and Simon revised their scale and determined what tests should be taken according to each child’s age. In order to pass each one of the tests, the students should get 75% of the answers right. “Los diferentes ítems estaban graduados según el nivel de edad al que la media de los niños podían resolverlo. La puntuación de un niño, basada en el número de respuestas correctas, marcaba la llamada *edad mental* del niño” (Gómez, 2004: 2). The term ‘Mental Age’ implies that if a child who is six years old gets 75% of the answers right in the tests appropriate for his/her age, he/she can continue taking the following tests for as long as he/she can get this amount of right answers. Therefore, if the child gets 75% of the answers right in a

test that is adequate for an eight years old child his/her mental age would be that of eight years.

A vast array of authors studied how this test, the Binet-Simon Intelligence Scale, was developed and expanded in America. Below we offer a chronological overview of this evolution.

Fancher (1985) and Zenderland (1998) recapitulate how Goddard (1908 - 1918) traveled to Europe in 1908 and gathered copies of the Binet-Simon intelligence scales that he would translate after his return to the U.S. He started using them with mentally retarded children attending the small New Jersey institution called the Training School for Feeble-Minded Girls and Boys. Being a firm believer of the efficiency of these scales, he began administering them widely all over the United States.

Zenderland (2001), in *Measuring Minds: Henry Herbert Goddard and the Origins of American Intelligence Testing*, provides the first exhaustive analysis of the beginnings of American intelligence testing. Zenderland reviews the life and work of Henry Herbert Goddard (1866-1957), the first American to test intelligence and fundamentally acknowledged for his research on intelligence inheritance. Predisposed by Mendelian genetics, he theorized that "feeble-mindedness" was the consequence of a single recessive gene. He extolled the value and uses of the single IQ score. He is broadly regarded as one of the fathers of the American eugenicist movement; being his book, *The Kallikak Family: A Study of the Heredity of Feeble-Mindedness*,<sup>9</sup> a living proof of these superiority ideas.

---

<sup>9</sup> Goddard, H.H. (1912). *The Kallikak Family: A Study in the Heredity of Feeble-Mindedness*. The book follows the genealogy of Martin Kallikak, Deborah's great-great-great grandfather, a Revolutionary War hero. Although Goddard and his assistants studied more than 300 families, the Kallikak family remains the most famous. The name "Kallikak" is actually a pseudonym created by Goddard from the Greek words Kallos (beauty) and Kakos (bad). The name is fitting; the Kallikak family was divided into two strains-one "good" and one "bad"-both of which originated from a common progenitor, Martin Kallikak, Sr. When Martin Kallikak, Sr. was a young soldier, he had a liaison with an "unnamed, feeble-minded tavern girl." This tryst resulted in the birth of an illegitimate son, Martin Kallikak, Jr. The Kakos (bad) strain of the Kallikak family descended from this line. Later in his life, Martin Kallikak, Sr., married a Quaker woman from a good family. The Kallos (beauty) line descended from this marriage. Goddard's genealogical research revealed that the union with the feeble-minded tavern girl resulted in generations of "mental

Without aggrandizement, Henry Goddard is remembered as the forbearer of intelligence testing in the United States. "In the years between 1908 and 1918 he translated the Binet-Simon Intelligence Scale into English, distributed 22,000 copies of the test throughout the United States, advocated for its use in the public schools, established an intelligence testing program on Ellis Island, and served as a member of Robert Yerkes' Army Alpha and Beta testing team during World War One" (Zenderland, 1998: 2). Goddard aided the field of education by helping with the creation of the first state law demanding that schools offer programs that would specifically target children with special needs (Zenderland, 1998: 124-63). Zenderland (2001) exhibits how intelligence tests were brought into play with the intention of using their results as the affidavit of the utmost compelling social and political issues of the time; ranging from beggary, delinquency, prostitution, abuse of alcohol, to military readiness.

The most radical difference between Goddard and Binet's ideas was while Binet was exceptionally cautious not to attribute students' test performance to any innate or unmodifiable variables, Goddard was an enthusiastic defender of the inheritance of intelligence (Fancher, 1985; Zenderland, 1998). Thus, Goddard's definition of intelligence would be:

[...] our thesis is that the chief determiner of human conduct is a unitary mental process which we call intelligence: that this process is conditioned by a nervous mechanism which is inborn: that the degree of efficiency to be attained by that nervous mechanism and the consequent grade of intelligence or mental level for each individual is determined by the kind of chromosomes that come together with the union of the germ

---

defectives" who were plagued by illegitimacy, prostitution, alcoholism, epilepsy, and lechery. His investigation of the other Kallikak branch revealed precisely the opposite: The marriage of Martin Kallikak, Sr., to the respectable Quakeress yielded generations of society's finest citizens. Goddard believed that the striking schism separating the two branches of the family was due entirely to the different genetic input from the women (1912, pp. 105-106).

<<http://www.indiana.edu/~intell/kallikak.shtml>>

cells: That it is but little affected by any later influences except such serious accidents as may destroy part of the mechanism (Goddard, 1920: 1).<sup>10</sup>

German psychologist William Stern (1871-1938) was the author of the second review, in 1914, of the Binet-Simon Intelligence Test. Nevertheless, he is more famous for coining the term Intelligence Quotient (IQ) in 1912. The intelligence quotient, or IQ, was obtained by dividing the mental age of the student by his/her chronological age. This means that in the case of a ten years old student (chronological age) who passes all the test pertaining to a thirteen years old student (his/her mental age would be thirteen) with 75% accuracy, we would have to divide 13/10 in order to find out his/her IQ. Even though the term "IQ" is still in use to describe people's intelligence as measured by an intelligence test, the actual scoring of modern IQ tests is now calculated by observing the location of the subject's recorded rank on the Gaussian bell curve<sup>11</sup>; which has a center value (average IQ) of 100, and a standard deviation of 15. Nevertheless, we must also point out that different tests may have different standard deviations (Allport, 1937, 1938; Frost and Wesley, 1988; Kreppner, 1992; Lamiell, and Deutsch, 2000). Plucker (2007: 2) summarizes Stern's view of intelligence as: "...a general capacity of an individual consciously to adjust his thinking to new requirements, a general mental adaptability to new problems and conditions of life".

Fancher (1985) provides account of how Stanford psychologist Lewis Terman (1877-1956) publishes, in 1916, the third reviewed version of the Binet-Simon Intelligence Test; namely the Stanford-Binet Intelligence Test. This version eliminates some of the previous subtests and incorporates new ones; it scores fifteen subtests including: vocabulary, comprehension, verbal absurdities, pattern analysis, matrices, paper folding and cutting, copying, quantitative, number series, equation building,

---

<sup>10</sup> Cited in: Plucker, Jonathan (2007). Human Intelligence. "Henry Herbert Goddard".  
<<http://www.indiana.edu/~intell/goddard.shtml>>

<sup>11</sup> **Gaussian Bell Curve.** A "bell curve" is the common name of a Gaussian Probability Distribution, because is it shaped like a bell.  
<<http://www.math.sfu.ca/~hebron/archive/1999-2/claw/faq/bellcurve.html>>

memory for sentences, memory for digits, memory for objects, bead memory. The age measurement range is transfigured moving from ages two through twelve to the new range of two to twenty three. It measures intelligence in four different areas: 1) verbal reasoning, 2) quantitative reasoning, 3) abstract and visual reasoning, and 4) short-term memory skills. The result of these modifications would be exposed in Terman's work; *Genetic Studies of Genius*, a five volumes book which was published after his death. Unlike Binet but, fundamentally agreeing with Goddard, Terman believes human intelligence was a solitary, a fixed and inborn entity that could be measured.

The success and fame of the Stanford-Binet Intelligence Test would compel Robert Yerkes, the president of the American Psychological Association, to develop the *Army Alpha* and the *Army Beta* - a nonverbal test for illiterate and non-English speaking recruits Intelligence Tests (Dahlstrom, 1985). Yerkes appointed forty psychologist to help him design these tests. Among others, it included Henry Goddard, Lewis Terman, and Walter Bingham (see photograph below).

The final version of these two intelligence tests saw the light in January of 1919, and by the end of World War One (WWI) around two million men had taken them (Larson, 1994; McGuire, 1994). The primary goal of the scales was to assess soldiers' intelligence so to determine their allocation. The scores obtained through the administration of the scales would decide whether a particular subject is officer material (A-grade) or is rejected from the service (E-grade).

The results of these Army tests were the subject of criticism for its bigoted implications. They were used as one of the eugenic reasons to legitimize the inferiority of Southern and Eastern Europeans over Northern Europeans; thus justifying the imposition of harsh immigration restrictions. Years later, it would be acknowledged that these Army test provided account only of acculturation since there was a positive correlation between the number of years spent living in the US and the higher level of results (Yerkes, 1932; Elliott, 1956; Carmichael, 1957; Hilgard, 1965; Roofe, 1965; Dahlstrom, 1985; Larson, 1994; McGuire, 1994; Cohen and Swedlik, 2001: 3-4).

**Photograph 1. Members of the Committee on the Psychological Examination of Recruits.<sup>12</sup>**



1.3.2.4. Wechsler: WAIS :1939; WISC: 1943; WPPSI: 1967.

As we have just discussed in the previous section, when the United States entered WWI (1914-1918), intelligence tests were created to assess the intelligence level of the recruits. The American psychologist David Wechsler (1896 - 1981) volunteered to score the Army Alpha test. Later on, he was appointed to administer the Stanford-Binet to those who had scored unsuccessfully on the group intelligence tests. The detection of shortages in the Alpha test made him realize that an academic definition of intelligence could not be used to assign recruits to situations which require ‘real life’ situation intelligence. In 1918 the Army sent him to London to work with Spearman and Pearson; an experience that would help him understand that a precise definition of intelligence should be

---

<sup>12</sup> In: Plucker, Jonathan (2007). *Human Intelligence*. “Robert Mearns Yerkes”.  
< <http://www.indiana.edu/~intell/yerkes.shtml> >

inclusive and have validity. Wechsler, perceiving Spearman's theory of intelligence as oversimplified, announced that intelligence was more of an effect rather than a cause (Fancher, 1985). Subsequently, Wechsler (1939: 229) described intelligence as: "The global capacity of a person to act purposefully, to think rationally, and to deal effectively with his/her environment." This definition advocates the composition of intelligence by various factors. Wechsler developed three renowned intelligence scales:

*Wechsler Adult Intelligence Scale (WAIS)*. Created in 1939, its original name was Wechsler-Bellevue Intelligence Test; the name Bellevue came from the clinic where he was working and the first place where he put it into practice. Finding the Binet-Simon intelligence test unsatisfactory, Wechsler decided to create a new intelligence test aimed at the measurement of the intelligence of adults for clinical purposes. It was intended for individuals whose age was 16 years old and over. The scale was replaced in 1955 by the Wechsler Adult Intelligence Scale (WAIS). An ensuing revision, in 1981, changed its name to the WAIS-R. A subsequent reexamination, in 1997, would originate the WAIS-III. Even though this version digressed from the original version only by 20%, the performed modifications made the scale less biased against minorities and females. The fourth and most recent edition of the test (WAIS-IV) was released in 2008 by Pearson. (Wechsler, 1939, 1949; Ward, Hatt, Young, and Mollner, 1995; Watkins, Kush, and Glutting, 1997; Kaplan and Saccuzzo, 2005).

*Wechsler Intelligence Scale for Children (WISC)*. Designed in 1943 and indicated to be used with children between the ages of 7 – 16, it could be completed without reading or writing. This scaled has been revised three times: a) in 1974 releasing the (WISC-R), b) in 1991 leading to the third edition of the test with the WISC-III, and c) a final emendation, in 2003, bringing into existence the current version, the WISC-IV. Authors such as Fancher (1985) and Kaplan and Saccuzzo (2005) suggest the use of this test in order to assess psychological disorders such as ADD or ADHD.<sup>13</sup> Nevertheless,

---

<sup>13</sup> **Attention deficit disorder (ADD) and Attention deficit hyperactivity disorder (ADHD)** is one of the most common childhood disorders and can continue through adolescence and adulthood. Symptoms include difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity

noteworthy scholars such as Watkins, Kush, and Glutting (1997) and Epps, Ysseldyke and McGue, (1984) argue there is not sufficient data to prove this test is the most effective way to diagnose these types of learning disabilities.

*Wechsler Pre-school and Primary Scale of Intelligence (WPPSI)* – was published in 1967 as an adaptation of the children’s scale intended for very young children, for subjects ranging from 3-7 years old. It has been revised twice, in 1989 and 2002. The actual revision, WPPSI–III, is published by Harcourt Assessment (Wechsler, 1967/2002; Marks, 2005).

### 1.3.3. Intelligence Tests Controversy

There has been commodious debate about intelligence tests being used as the unassailable measure of cognitive ability and success vaticinator. As we have already presented, the preeminent aim of intelligence tests was to help diagnose students who would benefit from special education. Nevertheless, bounteous ensuing analysis of intelligence tests results would uphold xenophobic implications. In this section, we shall overview the most relevant data obtained by those who favor IQ testing versus those who oppose the use of this tool as the foremost predictor of triumph.

#### 1.3.3.1. Intelligence Test Advocacy

There is a vast array of studies which aim to validate the positive correlations between IQ and school success. Some of them are:

---

(over-activity). Some children with ADHD continue to have it as adults. And many adults who have the disorder don't know it. They may feel that it is impossible to get organized, stick to a job, or remember and keep appointments. Daily tasks such as getting up in the morning, preparing to leave the house for work, arriving at work on time, and being productive on the job can be especially challenging for adults with ADHD.

In NIMH (National Institute of Mental Health).<<http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/complete-index.shtml>>

*Lavin (1965)*: This investigation shows a positive correspondence of .5 between IQ and academic success.

*Cronbach and Snow (1977)*: They observe that intelligence tests, even the ones administered before any type of formal education, can be used to unequivocally predict the acquisition of knowledge in the school environment.

*Jenks (1979)*: This author studied the roles played by family environment, test scores, personality traits, and education on financial achievement. He observed that the number of years people stay in school has a correlation of .55 with their IQ. Moreover, IQ scores serve as predictors of future job and economical status.

*Arthur R. Jensen (1981, 1998)*: In 1981 he observed a positive correlation between IQ and scholastic achievement of .50 to .70 in primary education and a correspondence of .30 to .40 in secondary education. Table 1<sup>14</sup> below offers a summary of Jensen's findings. Ensuing, in 1998, he conducted another study where he compared high school with university students' levels of academic success. He obtained a positive correlation of .51 among all the Wechsler intelligence subtests.

<i>Tabla 1</i> Correlaciones entre inteligencia y una serie de variables criterio vinculadas a la educación (Jensen, 1981)	
Variable criterio	Correlación
Rendimiento en primaria	.56/.71
CI en 4º y rendimiento en 6º	.75
Test de facilidad de lectura	.84
Lectura oral	.62
Comprensión lectora	.68
Estimación del profesor sobre la inteligencia de sus alumnos	.60/.80
Rendimiento en secundaria	.62
Rendimiento en bachillerato	.44
Rendimiento medio en varios bachilleratos	.30/.70
Rendimiento medio en 48 centros de bachillerato	.40
Rendimiento en la Facultad de derecho	.30
Nivel educativo a los 40 años de edad	.50/.58

<sup>14</sup> In Colom Marañón and Andrés-Pueyo (1999: 463)

*Lubinski and Humphrey (1997)*: Administered a test with twenty five different domains to a sample of American high school students. They found a positive correlation of 0.41 between social status and knowledge. Furthermore, they found the correlation between intelligence and knowledge was .81. Finally, they concluded that IQ can predict occupational status as an adult (Brodie, 1999: 21).

*Colom (1999)*: The chief findings of this study can be recapitulated the following way: 1) fluid intelligence efficiency is undeviatingly proportional to mental capability, 2) the acquisition of knowledge relies on: a) how meaningful the information is for the learner, b) students' capability for processing new information and c) learners' effectiveness for creating successful connections between the new material and previous background knowledge, and 3) students mental age determines the level of difficulty of the information to be processed. Once all these elements have been taken into account, the teacher - with the help of school psychologist and social workers - should develop the curriculum that best suits students' needs.

### 1.3.3.2. Intelligence Test Opposition

Nevertheless, the number of scholars who oppose to the traditional views of IQ testing has been in continuous expansion since the early eighties with outstanding authors such as: Guilford (1960), Gould (1981), Gardner (1983), Sternberg (1985), Siegel (1989), Ceci (1990), Goleman (1995), among others.

The main reason scholars call into question the traditional implications of IQ testing lies in the fact that, as we discussed earlier (see section 1.2), intelligence is an abstract concept that cannot be precisely defined. Consequently, how can we measure something whose limits we are unable to prescribe?

In addition, as Siegel (1989) points out, IQ is inapplicable to the definition of learning disabilities. This is the case because traditional IQ tests do not offer a precise measure of the subjects' capability to learn, but the knowledge that has been acquired

before the application of the test. Additional research (Siegel and Metsala, 1992) proves there is not a positive correlation between IQ scores and reading capability given the number of individuals who, in spite of their poor performance on IQ tests, are very good readers.

Further studies demonstrate how an intelligence test cannot be used unmistakably to predict a positive correlation between IQ scores and the ability to succeed in a particular activity. Examples are: 1) The research of Carraher and Schliemann (1985) about Brazilian children – who can take charge of their street businesses even without much school instruction or even failing math in school –, 2) the work of Lave (1988), an American social anthropologist and social learning theorist, who studied a group of California housewives who were capable of comparing prices when shopping but were not successful when applying the same skills in the school setting, and 3) the study of Ceci and Liker (1986) on the proficiency pertaining to betting on harness races, observed how expert odds makers successfully applied an exceedingly intricate formula with several variables in spite of their low IQ score.

In spite of what has been said, we cannot end this subsection without clarifying that those who oppose the value of IQ and *g* do not reject the steadiness of test scores, nor the fact that they foretell certain varieties of accomplishment, principally educational achievement, quite successfully (see previous section). Nonetheless, they oppose the idea of explaining intelligence based only on the results of test scores. On the contrary, they propose a more inclusive vision which considers many essential features of mental ability. (This perspective is further developed in point 2.3. Explicit versus Implicit Theories of Intelligence).

#### **1.4. CONCLUSION**

This first theoretical chapter of our study has allowed us to present a succinct historical synopsis of the origins and evolution of the study of intelligence.

We began by acknowledging the complexity of defining the concept of intelligence. Thus, we observed how the earliest endeavor to define intelligence came from psychometric analysis. Sir Francis Galton was the pioneer in this area of study. He believed mental traits were based on physical factors and were, in fact, inheritable traits. His theories would be expanded upon by a multiplicity of authors; some of them being: 1) Franz Joseph Gall, who studied the allocation of mental functions in the brain analyzing the external anatomy of the skull or cranium; developing this way a method called ‘cranioscopy’, and 2) Herbert Spencer, who coined the phrase ‘survival of the fittest’ and advocated that competition lead the brightest and strongest individuals to climb to the top of the society. He vigorously disproved the creation of private schools alleging that they would foster the development of mediocre individuals.

We have equally appraised the proliferation of IQ tests. We saw the birth of intelligence tests with Galton, who theorized that intelligence could be assessed by measuring levels of sensory acuteness. His ideas were expanded and developed by James McKeen Cattell, who coined the term ‘Mental Test’ and established in 1921 the Psychological Corporation (which became and remained a leader in the development of tests for use in education and industry). Alfred Binet and his colleague Theodore Simon, in order to overcome the demerits of previously designed tests (which had no practical effects or scientifically tested authenticity), would set forth their own particular test in 1905. This test would be of paramount importance in the world of education. It was requested by the French government in order to find a way to recognize, and then appropriately instruct, the child who suffered any type of mental retardation. Later on, from 1908-1918, Henry Goddard translated into English *The Binet-Simon Intelligence Test*. He used it in the United States to assess the intelligence level of the recruits who were going to participate in WWI. Following, in 1914, William Stern presented the second review of the Binet-Simon Intelligence Scale. He is more famous for coining the term IQ in 1912. Ensuing, David Wescheler, after administering the Standfor-Binet to those who had scored unsuccessfully in the Army Test and perceiving Spearman’s theory of intelligence as oversimplified, developed three highly acclaimed intelligence tests: 1) WAIS, 2) WISC, and 3) WPPSI.

---

We end the discussion of intelligence tests by approaching the controversy its implementation has aroused. On the one hand, there is a plethora of studies which corroborate the positive correlation between IQ and school success. On the other hand, it is also true that IQ tests have also been used to justify eugenic perceptions of society. It is our personal opinion that human intelligence cannot be undeniably assessed by the measurement obtained through IQ tests. Albeit, we do not reject the validity of scientifically proven IQ tests, we do believe that there is something more to intelligence than being capable of reading, writing, or perceiving different geometric shapes. If intelligence determines our behavior, our capability to relate to others, our success at school, work and life in general, we cannot simply say that a person's IQ will be the prophet of 'happiness'. And this perception is especially important when educating the future population of our planet; something that we shall discuss in the following theoretical chapter. With this comprehensive overview, we NOW SHIFT TOWARDS the study of the particular area of our research – Teaching Writing to English Language Learners – based on Gardner's Multiple Intelligence Theory and Kagan's cooperative strategies.



*Chapter 2:  
Theories of  
Intelligence and  
Methodological  
Implications*

## 2.1. INTRODUCTION

Second language learning has long been approached from many different theories; none of them seems to have been the panacea that could solve all the problems related to the acquisition of and proficiency in any language. The story entitled “The Blind Educators and the Literacy Lion” (Armstrong, 2003: 10-11) is doubtless a very clever account of why it has always happened so<sup>1</sup>:

In this story, a king asks several blind educators in his village to examine a new beast that has come into his possession and to tell all about it. The first educator goes up to touch the Literacy Lion, and then runs back to the king shouting: “This beast is made up of whole words! Yes, all sorts of words, like *the* and *captain* and *sure* and *poultry* and *wizard* and tens of thousands more!” Then the king signaled for the second educator to go up to the Literacy Lion, which she did, and after some time she returned to the king saying: “This animal isn’t made of whole words! It’s made up of sounds! All kinds of sounds! Sounds like “thhh” and “buh” and “ahhhh” and “ayyyy” and “juh” and many more. In fact, I counted all the sounds, and there are exactly 44!” A third educator was sent to examine the beast, and he returned and exclaimed: “This creature isn’t made up of sounds or whole words. It’s constructed out of stories, and fables, and songs, and changes, and poems, and storybooks, and Big books, and board books, and novels, and plays, and whole libraries full of living, exciting came tales, and lot more besides! Finally, a fourth educator was sent, and she came back: “They’re all wrong! This beast is made up of whole cultures, and people crying out for freedom and power, and it’s about understanding that we are and what we’re capable of, and how each of us can speak, and read, and write with our own voices, and in this way contribute to the good of all”. And with this final assessment, the educators proceed to dispute heatedly among themselves.

While chapter number one mainly approaches the study of intelligence from the point of view of its measurement, this second theoretical chapter comes to describe the different attempts to create a methodology that, while targeting cognitive development,

---

<sup>1</sup> See García Garrido and Linde López 2008: 17-32 .

aims at making the learning process a complete success. Thus, we first shall concentrate on the nature of intelligence since the perception of intelligence will give rise to the different educational models. Ensuing, we shall give attention to the old debate of nature versus nurture of intelligence. In this section, we shall overview two intelligence enrichment programs along with two methodologies which promote higher level thinking and emotional development. Finally, we shall go on to examine the two main branches that attempt to define the concept of intelligence: Implicit and Explicit theories of intelligence.

## **2.2. THE NATURE OF INTELLIGENCE**

The controversy of nature versus nurture is a hot debate that has been going on for years. Scholars are still trying to determine if our intellectual capabilities are either fixed by genetic factors or if they are the outcome of the interaction among different variables such as education, socio-economical status, etc. The justification of the presence of this section, 'The Nature of Intelligence,' comes from the perception that intelligence is a fixed trait at birth or as a modifiable quality, and it clearly influences the creation of implicit and explicit theories of intelligence.

### **2.2.1. Three fundamental views about the nature of intelligence**

Authors such as Sternberg (2001: 4) and Gardner (2003: 43-54) believe that the nature of intelligence revolves around three main views which could be formulated as follows: 1) Intelligence as a characteristic of species, 2) Intelligence as an individual difference; origin and development, and 3) Intelligence as the appropriate performance of a certain task; interrelation between intelligence and success.

### 2.2.1.1. Intelligence as a characteristic of species

As for the first idea, *Intelligence as a characteristic of the species*, we are referring to the set of innate capabilities to the species. For example, most human beings can carry out the necessary mental processes to produce and develop the linguistic syntax (*cf.* Gardner 2003: 52). This way, we might emphasize the contributions provided by naturalists and sociologists who initially tried to identify the most projecting characteristics of the physiology and psychology of the organisms while aiming to establish the appropriate classification of species (Romanes, 1883; Baldwin, 1897).

Later, with the arrival of comparative psychology, we saw the commencement of the studies which attempted to offer a classification based on questions that contemplated implied psychological factors; for one example, the analysis of the aptitudes that allowed living things to adjust to new environments (Hebb, 1949; Jerison, 1973; Harnard, Steklis and Lancaster, 1976).

Ensuing, researchers pursued the classification of species by analyzing genetic differences. This arose as a consequence of the discovery by James Watson, Francis Crick and Maurice Wilkins in 1951, the molecule of DNA; which is the genetic model of every cell and, ultimately, what determines all the aspects of living organisms.

Nevertheless, we have to note here that the chief supporter of the idea of intelligence being a specific characteristic of the species was Jean Piaget (1950, 1983), who dedicated more than half a century to the study of the development of human cognition. According to Piaget, the biggest challenge of human intelligence is the search for a system that allows us to understand how the physical world in which we live is built.

Another approach comes to us by way of research carried out by the scholars who devote themselves to the study of Artificial Intelligence (AI). They raise two basic questions: a) how can we construct robots that are capable of executing the (physical)

tasks carried out by human beings? and b) How can we create robots that assimilate and produce intelligent capabilities such as reading signatures, playing chess, recognizing human voice, etc? (Brooks, Bréasela, Marjanovic, Scassrellati, and Williamson, 1999).

Continuing with our exposition, we shall add the perspective of those that attempt to identify the roots of the evolution of the capabilities of the species. For example, there are diverse approaches adopted by men and women when they analyze an unknown situation. This field of investigation is carried out by Evolutionary Psychology (EP); a discipline that has seen a recent advance thanks to the works of authors such as Steven Pinker's *How the Mind Works* (1997), Daniel Dennett's *Darwin's Dangerous Idea* (1995), Robert Wright's *The Moral Animal* (1994), and David Buss' *The Evolutionary Desire* (1994).

EP is the latest model in a venerable tradition of attempts to explain human behaviour and cognition as mechanisms shaped by the forces of natural selection. According to EP our evolutionary heritage is apparent in modern humans through the organ of our "adapted mind" (in the phrase of Barkow, Cosmides and Tooby, 1992); that is, our inherited mental architecture evolved to solve particular adaptive problems of survival and reproduction faced by our ancestors. Thus, cognition and intelligence have a history; to fully understand them, we must look back to the evolutionary past that formed them (Grossman and Kaufman, 2002: 9).

The similarities among all these different theories could be delineated in the following way: The investigators who study intelligence as something typical of the species: 1) do not have a priori specific interest in educational questions; their essential purpose is that of stipulating the similarities and differences among the different species and 2) do not deny the existence of individual differences when referring to intellect; they simply leave this issue for a later study and focus on the fact that the majority of individuals can reach a certain set of goals.

### 2.2.1.2. Intelligence as an individual difference. Origin and development

The origin of this consideration of intelligence goes back to the works of Francis Galton, Charles Spearman, Alfred Binet and Wilhelm Stern. These scholars sought to establish individual differences by analyzing the results obtained through the administration of an IQ test. This approach establishes the differences among individuals by studying the dissimilitude of their intellectual competence. Researchers who follow these ideas would ascertain that a person with a higher IQ would have a better capability to perform certain tasks, such as resolution of analogies. This statement would be proven when people complete tasks more quickly and accurately than other people who, although of the same age, may have a lower IQ. The fundamental divergence among those who fall under this perspective lies in the consideration of a general factor of intelligence, Spearman's *g* factor, compared to a vision of intelligence as the result of a series of several dissociate aspects. (See section 1.3.).

Thus, the followers of a single factor of intelligence *g* postulate that: "Individuals are born with a certain intellectual potential; that potential is rather tightly fixed by heredity; and that potential can be assessed at an early age by IQ tests or by behavioral (reaction time) or electrophysiological standings (e.g. Electroencephalogram (EEG) or the Evoked Potential Test)" (Gardner, 2003: 46). Some supporters of this movement are Eysenck (1967), Jensen (1972, 1981) Carroll (1993) and Herrnstein and Murray (1994).

On the other hand, those who are in favour of a more pluralistic view of intelligence call into question the primacy of *g* and, considering the mutability of intelligence, advocate for the application of methods that promote the development of mental capabilities (Thurstone, 1938; Horn and Cattell, 1966; Guilford, 1967; Sternberg, 1985; Anderson, 1992; Ceci, 1996, Gardner, 1993, 1999; Neisser, 1998, to mention but a few).

From the combination of these two perspectives arises the famous debate of nature versus nurture of intelligence. We will discuss this matter in a later section. (See section 2.2.2.).

### 2.2.1.3. Interrelation between intelligence and success

This refers to the capability of certain individuals for excelling in a particular area. Historical figures exemplifying this idea would be Mozart, Dali, Shakespeare, and so on. Gardner (2003: 51) states that there is no doubt about the fact that ‘this intelligence’ can be developed. In addition, we have to realize that the performance and emphasis on the practice of certain activities depends on the view that every culture has assigned to the concept of success. An example of this view is provided by Gardner (1983: 59) who suggests:

Otros dominios están restringidos a grupos aislados dentro de una cultura. Por ejemplo, hacer mapas es importante en algunas subculturas letradas, pero no en otras. También hay dominios que son sumamente idiosincrásicos. Por ejemplo, jugar al ajedrez, dominar el juego japonés *go*, la pericia para resolver crucigramas, no son esenciales en ninguna división de la sociedad, aunque algunos individuos alcanzan tremendos logros en esos dominios, dentro de una cultura particular.

While it is true that there are people who are naturally endowed with certain talents, when teachers use the appropriate instructional methods, students can develop many skills even to the most remarkable heights. One example of this hypothesis is provided by the Suzuki method, a technique created by Shinichi Suzuki (1898-1998), Japanese musician and pedagogue. The Suzuki Method is based on the early education of the ear, personalized instruction, active and positive involvement of parents, and continuous practice (Constance, 2004; Carabanchel, 2004; Gari Campos, 2004; to mention but a few). Another example of the importance of practice is provided by Stevenson and Stigler (1992) who analyzed the variations in the proficiency level of

students attending the same grade level in different countries. It was observed that Japanese and Chinese students had a higher command of math than American students in spite of the IQ scores similarities. It is believed this dissimilitude may be caused by reasons such as cultural approaches toward education along with the importance placed on the study of a particular subject.

Nevertheless, practice is not the only justification for success. A considerable portion of achievement comes from the proficient application of the so-called 80/20 rule. “A significant part of intelligence task execution may inhere in decisions about where to place the bulk of one’s energies, where to direct some but not excessive attention, and where to cut one’s losses. In this regard, it is useful to make a rule often invoked in business: the so-called 80/20 rule” (Gardner, 2003: 51). It was created in 1906 by Italian industrialist, sociologist, economist, and philosopher Vilfredo Pareto (1848-1923), whose life and work has been widely documented (Schumpeter, 1952: 110-142; Schumpeter, 1954: 859-61; Busino, 1987; Koch, 1998; Vaccaro, 2000; Tracy, 2004). Among his valuable contributions, we can pinpoint the relevance of his ideas in the area of economics. Of special relevance is his work in the revision of income allocation and in the analysis of people’s preferences. We consider it necessary to provide certain information about this rule that we regard as relevant to this section of our investigation. We must add that it is also known as the Pareto Principle or “Rule of the few vital and trivial many.” Regardless of the name being used, the main idea that this rule comes to communicate is that the relationship between input and output is unbalanced. Vilfredo Pareto discovered that twenty percent of the Italian population owned eighty percent of all the wealth, hence the name of the 80/20 Rule. The value of Pareto’s theory - for those who want to manage their time well - lies in the fact that of all the things that we put into practice during the day only 20% are truly useful and produce 80% of all the results that we intended to achieve. Therefore, we have to focus on issues that really matter. Quick ways of implementing this rule are the following (they are a personal summary taken from the readings of the authors who studied the work of Vilfredo Pareto – see above):

- 1) To observe the people by whom we are surrounded every day. Identify who are the ones who bring into our lives the happy moments and satisfactions, and take good care of them.
- 2) To read less. We have to identify only 20 % of the articles, books, etc, that are really crucial for the projects that we need to carry out.
- 3) To keep updated in any type of advances that may facilitate our tasks and reduce the amount of time we devote to them (Internet, etc.).
- 4) To clearly establish our own particular set of moral and ethical values and use them when making decisions.
- 5) To examine our work and ask ourselves questions like: ‘What is it that I really want to do with my life and with my time?’
- 6) To analyze our actions and determine if we are using 20 % of our energy or 80 % (It is necessary to use only 20 %).

6.1. We will be using 80 % of our energies when:

- a) Work is something someone wants us to do, but we do not get any benefits from it.
- b) We are working on issues labeled with the word “urgent”.
- c) Time is being spent on the realization of tasks that are highly difficult for us and on which our level of execution is not the most appropriate.
- d) When we are continuously complaining about the activities to be performed.

6.2. Instead, we will be using only 20% of our energy when we:

- a) Devote our time to putting into practice those activities that will lead us to achieve the goals we have set in life.
- b) Do things we have always wanted to do to make us feel good.
- c) Ask for help in the completion of those activities in which we do not usually succeed independently.
- d) Work on tasks that, in spite of not being our choice of preference, need to be performed because they obey the main principles which are subject to our aspirations and needs.
- e) When we smile most of the time.

Gardner (2003: 52) refers to Sternberg to describe the enormous value of this rule in the application of our intelligence:

It seems to me that keen intelligence in the third sense is manifested precisely as an individual determines when, in her sphere, it makes the most sense to adhere to 80/20 standards; where in contrast, the full 100% is called for. I believed that current conceptions of intelligence, and current measures of intelligence, fail to consider this dimension – and that our understanding of human competence is poorer on account of this neglect (cf. Sternberg, 1989).

### **2.2.2. Nature versus Nurture of Intelligence**

Aunque la mayoría de los científicos de la conducta en la actualidad creen que la capacidad intelectual medida representa una interacción entre 1) la capacidad innata y 2) las influencias ambientales, dicha creencia no siempre fue popular (Cohen and Swerdlik, 2001: 285).

### 2.2.2.1. Hereditability of Intelligence

At the outset, we could say that the static view of intelligence is based on the doctrines of *pre-formationism* and *pre-determinism* which declared that intelligence was genetically determined and it could not be modified (Cohen and Swerdlik, 2001: 285). This view has been supported by a large number of researchers; as Yuste Hernanz (1994: 20) explains:

Las posiciones racionalistas innatistas, predominantes en general en los países anglosajones, tienden a resistirse a la idea de modificabilidad, porque la inteligencia será algo genéticamente establecido. Las ideas fundamentales que posibilitan el pensamiento inteligente nos vienen dadas, no podemos más que asistir a su alumbramiento, pero nunca intervenir en su aprendizaje. En estos presupuestos se mueve una buena parte de la psicología heredera de los presupuestos filosóficos racionalistas de Descartes, Leibniz, Espinoza, Kant y de los presupuestos Darwinistas que conciben la evolución como un proceso biológico de adaptación y a la inteligencia como herramienta humana que explica su situación privilegiada en la biología, pero que está sometida a sus mismas leyes fundamentales explicadas a través de la transmisión genética. Así, dentro de la psicología, defienden posiciones más o menos Darwinianas: Galton, Spearman, Burt, Vernon, Eysenck, Jensen, Cattell y Horn entre otros. Y de alguna manera racionalista Fodor, Chomsky, Baldwin y Piaget.

Although many remarkable scholars have overviewed the genesis and evolution of these theories, we will focus only on the pre-determinism theories for being of higher relevance to our study. Pre-formationism gave way to pre-determinism or evolutionary theory, which posits that: “el comportamiento se desarrolla como resultado de la herencia genética” (Cohen and Swerdlik, 2001: 285). Grossman and Kaufman (2002: 10) provide account of the researcher who marked the origin of this new vision “The use of evolutionary theory as a basis for explaining human intelligence can be traced back to Charles Darwin whose revolutionary work, *On the Origin of Species*, presented the first complete account of the mechanics of evolutionary change”. However, no one can speak

of a study on the evolution of human capabilities, including intelligence, until the publication in 1871 of Darwin's work *The Descent of Man*. Darwin advocated that human intelligence was a biological phenomenon and could be explained from the perspective of evolutionary theory - as was done with the evolution of species -. Some of the followers of this hypothesis were:

*Sir Francis Galton (1822 - 1911)* who made very clear, in works such as *Hereditary Genius* (1869) and *English Men of Science* (1874), his vision about the inheritance of intelligence and his beliefs about the superiority of certain races. Consequently, he encouraged the "smarter people" to have children and the "feeble minded" to chastity; which we now recognize as eugenics. (More information about the work of this author can be found in section 1.3.2.1.)

*Paul Broca (1824 – 1880)* was a French surgeon and anthropologist, who is widely acclaimed for locating certain brain functions such as speech. "Broca was a vociferous defender of the relationship between intelligence and racial characteristics such as brains and skin pigmentation. Broca also compared male and female skulls concluding that, from anatomical evidence alone, men had greater intellectual capacities" (Grosman and Kaufman, 2002: 10).

*Richard Louis Dugdale (1841 – 1883)* was an American sociologist, who claimed that: "la degeneración como el genio, también era heredada" (Cohen and Swerdlik, 2001: 288). In 1874 Dugdale, being a member of the executive committee of the Prison Association of New York, began supervising the genealogy of the inmates that were held in thirteen county jails in upstate New York. He observed that many of the convicts who came from around Ulster County, New York, were family related. He began the analysis of a family who he called "Jukes". Dugdale compiled a large quantity of information by accessing the local records and by carrying out multiple interviews with the prisoners. By analyzing this data, he came to the conclusion that the areas of penal, health, and education needed to be reformed. Dugdale communicated the result of his study to the Prison Association in 1875, and in 1877, he published *The Jukes: A Study in Crime*,

*Pauperism, Disease and Heredity* (Carlson, 2001; Groenewegen, 2003; Lanier and Stuart 2004; Engs, 2005; Ewen and Ewen, 2006; Fisher, 2008; Fisher, Louis and Harriger, 2009).

*Henry Goddard (1866-1957)*, as mentioned earlier (section 1.3.2.3.), continued the line proposed by Galton. By incorporating the findings of Mendel's study of genetic mechanisms, he came to the conclusion that mental weakness was the result of the transmission of a recessive gene. Goddard also followed the research line of Dugdale, something that he would make public in his book *The Kallikak Family* (1912), where he highlighted the differences in the lives of the legitimate and illegitimate children of a man. Martin Kallikah (pseudonym created using a combination of the Greek words for 'good' and 'bad') had fathered children with two different women; a barmaid with mental abnormalities and with the woman he married. Goddard documented how Kallikak's illegitimate offspring were much less desirable from the social point of view (drunks, criminals and involved in prostitution) than his legitimate children (wealthy, intelligent, and morally honorable. They were lawyers, ministers, and doctors.) (Cohen and Swerdlik, 2001: 288). Acknowledging this data, years later, in 1920, Goddard would clearly expose his vision of intelligence as an inherited virtue through the following words:

“...our thesis is that the chief determiner of human conduct is a unitary mental process which we call intelligence: that this process is conditioned by a nervous mechanism which is inborn: that the degree of efficiency to be attained by that nervous mechanism and the consequent grade of intelligence or mental level for each individual is determined by the kind of chromosomes that come together with the union of the germ cells: that it is but little affected by any later influences except such serious accidents as may destroy part of the mechanism” (Goddard, 1920: 1).

Based on his theory about the inheritance of intelligence and the moral values that come with it, Goddard campaigned for a stratified society where people should be hierarchically classified according to their distinct life styles. Therefore, society would be

as follows: a) Bottom or third class: where ‘immoral’ people – also called ‘feeble-minded persons’ – should be placed, b) Middle or working class: occupied by those who he classified as ‘dull individuals’, c) Top or first class: reserved for the ‘elite intelligentsia’ or ‘benevolent aristocracy’. They should be the ones to rule ‘in comfort and by right’ (Grosman and Kaufman 2002: 11).

*Lewis M. Terman (1877 – 1956)* continued Goddard’s ideas. Terman conducted an investigation where he studied Mexican and Native American children. He stated that people from these cultures were genetically inferior (Cohen and Swerdlik, 2001: 288). Furthermore, he stated that human race could be improved by controlled selective breeding. For this reason, those individuals with low levels of intelligence should be prevented from reproducing (Grosman and Kaufman, 2002: 12).

*Karl Pearson (1857 – 1936)*, following the ideas of Galton, developed the concept of eugenics. Pearson’s interracial investigations would take him to affirm that the native British were physiologically and mentally superior to Jewish immigrants (Pearson and Moul, 1925: 126).<sup>2</sup>

*Cyril Burt (1883 – 1971)* devoted all his studies to prove that intelligence was mainly inherited. His long career began in 1909 when he conducted an investigation about intelligence. He compared two groups of high school students based on their ability to make a drawing using a mirror; which led to the identification of the ‘smartest’ group. The first group was studied in an elite center and the second one in an academic institution considered ‘normal’. He traced back the lineage of these students and discovered that the brightest were also part of the ‘social elite’ and had parents who were more successful than those of the ‘normal’ school. As a result, Burt inferred that these students had benefited genetically from their parents. Just a year after his death, Burt was accused of fraud when he had not reported the real outcome of his research with the intention of proving his theory of inherited intelligence. His work would influence, and be used as a guide model, for authors such as Jensen (1923 - ) and Vernon (1905 - 1987)

---

<sup>2</sup> Cited in Ronald Jay Cohen and Mark E. Swerdlik (2001: 289).

(Burt, 1949; Banks and Broadhurst, 1966; Hearnshaw, 1979; Fancher, 1985; Blinkhorn, 1989; Fletcher, 1991; Scarr, 1994; Blinkhorn, 1995; Gould, 1996; Brace, 2005; Plucker, 2007).

*J. Phillippe Rushton* showed his belief in the inheritance of intelligence and provides the intellectual stratification between the races (Rushton, 1988, 1996, 1998; Cain and Vanderwolf, 1990).

*Herrnstein and Murray's* most prominent work on the inheritance of intelligence is the highly debated *The Bell Curve* (1994). This book is aimed at a general audience rather than at psychologists who are experts in the area. It is a work designed to explain, using empirical statistical analysis, changes in intelligence in American society. The book aroused considerable interest around the need to increase scores on intelligence tests. Moreover, it started the search (as a reaction against the book) for methods that could contribute to improve cognitive ability. Authors such as Cohen and Swerdlik (2001: 288) refer to this book as the stimulus for public debate; not only about the nature of intelligence, but also about the implications of group differences in measured intelligence. Those against the ideas defended in this book, one of the most extreme versions of the inheritance of intelligence, declared that one of the purposes of this work was to contribute to the elimination of support programs that promote the development of intelligence and social integration. As a matter of fact, these presuppositions were previously used as a major part of the Nazi ideology that would be implemented during World War II (1939 -1945) (Chorover, 1979; Gould, 1981; Hazlett, 1995; Murray, 1995; Quaye, 1995; Meyers, 1996; Sternberg, 1996; Seligman and Murray, 1997; Chabris, 1998; Franklin and Hixon, 1999; Gorey, 1999; Reifman, 2001; Zax and Rees, 2002;...). It has had a high significance in the U.S. educational system. Here we include, as an example, one of the situations cited by Chabris (1998: 33). The author discusses how Governor Zell Miller of Georgia tried to raise funds to provide schools with a cassette or CD of classical music. This was an attempt to increase students' IQ based on the Mozart

effect theory<sup>3</sup>. According to Colom Marañón and Andres-Pueyo (1999: 467-8), Herrnstein and Murray (1994) assert that social disparities (poverty, wealth, success, etc) and racial issues are substantially determined by genetics. On this subject, Meyers (1996: 195) overviews how Herstein and Murray describe intelligence. They state that intelligence is not only an inherited trait, but also the predictor of economic success and social class status. Furthermore, they go on to state that African Americans have an inferior IQ to European Americans; which is in line with the ideas of eugenicists, social Darwinists, and biological determinists. Colom Marañón and Andres-Pueyo (1999: 467-8) describe this book as having two distinct parts: 1) Correlation between the role of intelligence and social function (success at work, economic status, etc.) – analysis done using data mainly obtained through the study of the relationship between: a) poverty and education and b) IQ and socioeconomic status -, 2) The second part is given by the interpretation of this data and the suggestion of the creation of a stratified society according to the level of intelligence.

Según Herrnstein y Murray (1994) esta división está ya dando lugar a una elite y a una subclase cognitiva, en la que el factor clave es la inteligencia, no el estatus o la clase social de origen. Consideran estos autores que esa división tendrá importantes repercusiones en la dinámica social y la observan con bastante temor, llegando a especular con la idea de la creación de una especie de estado guardián en el que la elite cognitiva impondrá las normas desde un estado centralista y en el que la subclase cognitiva quedará relegada a guetos controlados por duras condiciones policiales igualmente centralizadas. La respuesta que estos autores dan ante esta perspectiva es la descentralización, es decir, una vuelta a lo que ellos consideran el “genuino ideal americano original” (Colom Marañón and Andrés-Pueyo, 1999: 468).

---

<sup>3</sup> **The Mozart effect.** Society has often hoped for a quick and simple way of increasing intelligence. In 1993, such a possibility was offered by researchers at the University of California, Irvine. Rauscher, Shaw, and Ky (1993) found that a group of 36 college undergraduates improved their spatial-temporal intelligence (the ability to mentally manipulate objects in three-dimensional space) after listening to 10 minutes of a Mozart sonata. Results showed that student' IQ scores improved by 8-9 points and lasted for 10-15 minutes. The findings, which were later dubbed the Mozart effect, have spawned both criticism and support for music's ability to alter intelligence. <http://www.indiana.edu/~intell/mozarteffect2.shtml>

### 2.2.2.2. Enrichment of Intelligence

La inteligencia, e incluso el cociente intelectual, son modificables. En un tiempo se creyó que la inteligencia es fija, que estamos fijados para siempre al nivel de inteligencia que tenemos al nacer. Hoy en día, muchos investigadores del campo de la inteligencia, quizá la mayoría, creen que es maleable, que se la puede moldear e incluso incrementar mediante distintos tipos de intervenciones (Sternberg, 1997: 87).

As we discussed during the previous section, intelligence has been considered to be unalterable or subject to undergo any improvements. It was not until the era of the sixties that the notion of intelligence as *an inherited key issue* was challenged. One of the advocates of this idea was Vygotsky (1962) who, together with other authors, developed the constructivist psychological approach through which he saw students as creators of their own knowledge (Wilson, 2000: 2). Thus, there is another group of researchers that believe in the growth capacity of cognitive ability and therefore consider that intelligence can be taught and developed. The starting point of this second school can be traced back to the behaviorist theories. It was John B. Watson (1878-1958) the first behaviorist to consider the modifiability of intelligence (Yuste-Hernanz, 1994: 21).

Although the educational models that follow this line started their appearance during the sixties, this school of thought has a long history. In ancient Greece, Plato (429–347 B.C.E.), the most famous of Socrates' pupils, believed that intelligence could be developed by means of engaging people in the Socratic dialog<sup>4</sup> and traditional logic

---

<sup>4</sup> **Socratic Dialog.** **1.** Starting with the **concrete** and remaining in contact with concrete experience: Insight is gained only when in all phases of a Socratic Dialogue the link between any statement made and personal experience is explicit. This means that a Socratic Dialogue is a process which concerns the whole person. **2.** Full **understanding between participants**: This involves much more than verbal agreement. Everyone has to be clear about the meaning of what has just been said by testing it against her or his own concrete experience. The limitations of individual personal experience which stand in the way of full understanding should be made conscious and thereby transcended. **3. Adherence to a subsidiary question until it is answered**: in order to achieve this the group is required to bring great commitment to their work and to gain self-confidence in the power of reason. This means on the one hand, not giving up when the work is difficult, but on the other, to be calm enough to accept, for a time, a different course in the dialogue in order then to return to the subsidiary question. **4. Striving for consensus**: This requires an honest examination of the thoughts of others and being honest in ones own statements. When such honesty and openness towards

(Wilson, 2000: 2). Later on, in the beginning of nineteenth century, the French physician Jean-Marc Gaspard Itard (1775-1838) rejected the idea that “The Wild Boy of Aveyron”<sup>5</sup> (whom he would name Victor) suffered from incurable mental deficiency. On the contrary, he claimed that his noticeable mental shortage was completely owed to an absence of human interaction (Loar, 2003; Plucker, 2007). Since Itard believed Victor’s mental abilities could be improved, he created an individualized learning plan targeting the specific needs of the boy. He worked with Victor for a period of five consecutive years at The National Institution for Deaf-Mutes (Humphrey, 1962; French, 2000). This is considered to be the first design of an IEP (Individualized Educational Plan) and the “inauguration” of contemporary special education (Gaynor, 1973; Humphrey, 1962; Pinchot, 1948). Later, Alfred Binet, in combination with a group of teachers, developed a program of intelligence improvement. Binet and Simon (1911: 107) would write: “(This will be) a complete plan of mental orthopedics, with varying exercises for each class day. Just as physical orthopedics straightens a deviated dorsal spine,..., in the same way mental orthopedics rectifies, cultivates and strengthens attention, memory, perception, judgment and willpower” (Loarer, 2003: 244).

According to Armstrong (1994: 40-42), there are four basic factors involved in the development of intelligence: 1) The biological makeup: inherited traits, brain damage that may have occurred before, during, and after childbirth, etc., 2) The history of our

---

ones own and other participants’ feelings and thinking are present, then the striving for consensus will emerge, not necessarily the consensus itself. [http://www.sfcg.org.uk/socratic\\_dialogue.htm](http://www.sfcg.org.uk/socratic_dialogue.htm)

<sup>5</sup> **"The Wild Boy of Aveyron"**. In 1799 three French sportsmen were exploring a wood in southern France when they came upon a young boy. They guessed that he was eleven or twelve years old, and he was filthy, naked, and covered with scars. The boy ran from them, but he was caught when he stopped to climb a tree. The sportsmen brought him to a nearby village and gave him over into the care of a widow. As the story of his capture spread, local residents began reporting that a young naked boy had been seen in the woods five years earlier. It was presumed that he had lived alone for many years, and that he had survived by eating whatever he could find or catch (Itard, 1801/1962). The boy escaped from the widow, and spent the next winter roaming the woods alone. He was eventually recaptured and placed in safe custodial care. An official in the French government heard about him, and suggested that he be taken to Paris where he could be studied as an example of the human mind in its primitive state (Itard, 1801/1962). However, the prominent Parisian physicians who examined him declared that he was not "wild" at all; their collective opinion was that the boy was mentally deficient, and that he had been recently abandoned by his parents. The famous psychiatrist Philippe Pinel put it succinctly when he said that the boy was in fact "an incurable idiot" (Gaynor, 1973). <http://www.indiana.edu/~intell/itard.shtml>

personal life: interactions with parents, teachers, friends, etc., 3) The historical, geographical, and cultural background: the effects of the issues that prevail in the socio-historical context of the particular culture in which we live, and 4) The access to resources and mentors: the greater the exposure to stimuli, the greater the chance of developing intelligence.

This new vision about intelligence posits that human intelligence is the combined result of natural biological factors (heredity) and environmental (learning). Therefore, from this point of view, it is possible to develop intervention programs to improve intelligence. These *intelligence enrichment programs* are diverse in nature and are implemented for various reasons in different geographic locations. The common characteristics to all of them are: 1) Increase IQ, 2) Develop strategies for solving problems, 3) Develop thinking (intuitive, sequential, strategic, divergent, etc.), 4) Promote the acquisition of learning and information processing skills, 5) Identify solutions to aid deficient cognitive functions, 6) Analyze propositions (hypothesize, define terms, etc.), 7) Develop observational capabilities (differences and similarities), and 8) Develop cognitive and metacognitive processes (Lipman et al., 1975, 1984, 1988, 1989; Mugny and Doise, 1983; Guzman, 1987, 1991; Cagné, 1991; Eysenck and Kamin, 1991; Yuste Hernanz, 1992; Díez and Román Pérez, 1992; Beltrán et al., 1993; Bono, 1993; Martín, 1993; Garnham and Oakhill, 1996; Feuerstein and Hoffman, 1997; Antunes, 1999; etc.).

One of the programs evaluated in depth was the Intelligence Project at Harvard, also known as the *Odyssey Project*, which was the result of a comprehensive formative assessment enabling substantial improvements in the program. It was required by the Ministry of Education of Venezuela and designed by Harvard University. The Development Program of Intelligence, *Odyssey*, seeks to improve thought processes by developing a series of general skills (observation, classification, precise use of language, reasoning analogue, hypothesis generation and evaluation, strategies for problem solving and decision making) and by fostering discussion and active student participation. The design of the lessons was done following these steps: 1) The various basic psychological

processes were studied and materialized, developing appropriate activities for each of them, 2) The program was adjusted to the existing curriculum in its various areas, 3) Each lesson included a set of concepts: a) some explicit and some implicit, b) truthful information versus a more probabilistic one, c) positive versus negative, d) absolute versus relative, e) relevant versus irrelevant, 4) The tasks involved learning various different strategies, and 5) There was also a big focus on learning to think through the reinforcement of success, self discipline, critical thinking, organization of tasks, etc. The main purpose of the program was to help students develop the mastery of a curriculum area. The level of development was determined by two basic components: the acquisition and perception of information on the one hand, and the interpretation of it, on the other. Besides, the performance improvement, which was required, was determined by factors such as the proficiency in the use of skills, strategies, knowledge and attitudes. It also sought to achieve a constantly challenging activity for the individual, and encouraged student participation in the process of learning by continuously explaining the tasks to be performed (Gardner, 1983; Perret-Clermont, 1984; Vega, 1984; Nickerson, Perkins, and Smith, 1987; Nickerson et al. 1987; Sternberg, 1987; Prieto Sánchez, 1989; Yuste Hernanz, 1992; Santamaría, 1995; etc.).

Another program which has also been highly reviewed and studied is *Feuerstein's Instrumental Enrichment Program (FIE)*. In order to facilitate the reading, we made a personal summary of the work of the following authors: Ben-Hur, 1994; Feuerstein et al. 2006; Mentis et al. 2007, 2009; Pransky, 2008.

It was first proposed by R. Feuerstein with the aim of developing cognitive skills in students of Secondary and Primary School by performing troubleshooting tasks (which require the use of different modes of language: numerical, verbal, pictorial, symbolic, etc.).

This program is based on the theory of Structural Cognitive Modifiability and the principles of mediated learning experience (MLE) of Feuerstein. It comes to define cognitive development as the enhancement (since intelligence is seen as dynamic and not

static) of diverse basic processes involved in the stages of information processing (phases which are running the solution of problems). The Phases of Cognitive Functioning and their associated cognitive functions would be:

*Input:* Where all the information required is considered: a) Accurate perception (using all senses), b) Systematic Exploration: Internalization by repetition, and planning for the memory, c) Time and space references, and d) Organize information using two or more sources of information at once.

*Elaboration:* or use of the information collected: a) Define the problem, b) Use only information relevant to the problem, c) Use logical reasoning to prove the answers, d) See the possibility of alternative and hypothesized solutions, e) Plan the steps to achieve objectives, f) Remember the necessary information, g) Compare the similarities and differences extracting information, and h) Classify information to organize coherently.

*Output:* or express the solution of the problem: a) Avoid thinking through trial and error, and b) Use appropriate language to explain what you think. This way, Feuerstein distinguishes between: 1) basic psychological functions, and 2) the mental operations that appear at a higher level of thinking.

*Mediated Learning* refers to the special type of interaction established between teacher and student. First, the teacher analyzes students' cognitive resource. Next, the educator structures the learning process according to students' needs with the intention of helping them to build their own knowledge. We found the following key points:

*Intentionality and Reciprocity in the learning experience*, where the educator must convert the student into a direct participant of the learning process by establishing shared intentions and shared goals. This intentional interaction involves teaching and learning as a single process.

*Transcendence* is the attempt the teacher must establish in order for the student to generalize the acquired information in other academic fields, or promote ways that will lead the students to create connections with the knowledge that they already possess. This requires the teacher to constantly relate what is being taught with other aspects of interest.

*Meaning* comes from the presentation of learning situations that are interesting and relevant to the students, or which is the same: to awaken curiosity, to discuss the importance of the task, and to explain what is pursued with this activity and its application.

*Competence* seeks to develop the sense of being able to perform the task, favoring a more positive self-image that enhances competence in the performance of the activities (while also fostering a higher level of motivation). This will require facilitating the success in the tasks by selecting those activities which are more manageable for the students, giving clues, and so on.

*Regulation and Behavior Control* comes to control the impulsive behavior by teaching students strategies for planning and regulation (development of reflective thinking), and avoiding any behavior without previous consideration.

*Commitment and shared behavior.* The interaction between the teacher and the student results from perceiving the educator not as director, but as one element of the interaction. Thus, the teacher must take the student's position as necessary, and include the student in the tasks of decision making on the process of learning. These will also promote empathy between students and teachers as well as thoughtful discussions.

*Individualization and psychological differences.* The material to be learned must be adapted to the individual needs of the students. Accepting comments and divergent behaviors, and being tolerant of individual differences, are parts of this.

*Mediation of the search, planning and achievement of objectives*, which aims to have students setting their short and long term goals with the help of the mediator who initially proposed the goals to achieve.

*Mediation of the novelty and complexity of the task*. Novelty is used as a tool to arouse curiosity and interest in students. It involves the use of complex activities. Also, it avoids duplication. Furthermore, it gives students the possibility of designing their own activities (and thus promotes creativity).

*Mediated transmission of values and attitudes*. It is a very significant part of the process of teaching - learning, since all these processes are implicit values and attitudes. This program will strengthen those values of respect, tolerance, cooperation, empathy, and all sorts of positive attitudes.

This instrumental enrichment program, whose ultimate goal would be to develop independent learning, contains the following specific objectives:

1) To teach, develop and enhance cognitive functioning (through the development of basic psychological functions, and learning useful skills and procedures for solving everyday problems).

2) To acquire basic concepts, vocabulary and mental operations (in spite of not being included in the program, the practice shows the need to enhance language prerequisites, and specific knowledge for the correct understanding and handling of the activities to be carried out by the students).

3) To promote intrinsic motivation, the activities are structured with the intention of presenting the students with continuous challenges and to arouse students' interest and curiosity in new activities and complex problems.

4) To promote reflective thinking or insight processes (such as the exploration of alternative solutions, or listening to opposing views).

5) To foster constructive learning (this is moving from a guided practice to an increasingly independent one).

### 2.2.2.3. Methodologies Promoting Higher-Order Thinking and Emotional Intelligence

Within this section we shall tackle two methodological approaches, *Bloom's Taxonomy and Cooperative Learning*, which have been of the outmost importance to the design of our lessons. It is our personal understanding that followers of these methodological approaches believe that students are dynamic contributors in the education process in spite of needing the help of others to achieve knowledge. They believe students can modify and adjust their way of thinking; something that will lead them to attain higher goals, to create better relationships with peers, to have a healthier view of themselves, etc. Therefore, they do believe intelligence can be nurture.

#### 2.2.2.3.1. *Bloom's Taxonomy*. Enhancing Thinking Skills

If we want to improve intelligence we definitely need to improve human thinking. This way, we start one more time with the Herculean search of finding about the nature of thinking. One of the authors who devoted his efforts to examine the nature of thinking was Benjamin S. Bloom (1913-1999). Forehand (2005) reviews how, after the 1948 Convention of the American Psychological Association, Bloom and a set of educators started the task of identifying educational goals and learning objectives. Their aim was to create a method of organizing thinking skills that were considered to be relevant in the learning process. In 1956 Bloom presented the taxonomy of learning objectives. It serves a double purpose: a) define the ways students' tasks will be evaluated – what the best assessment given a certain task is – and b) offer a framework for the creation of the objectives themselves – what the best way to organize instructional objectives is (Eisner,

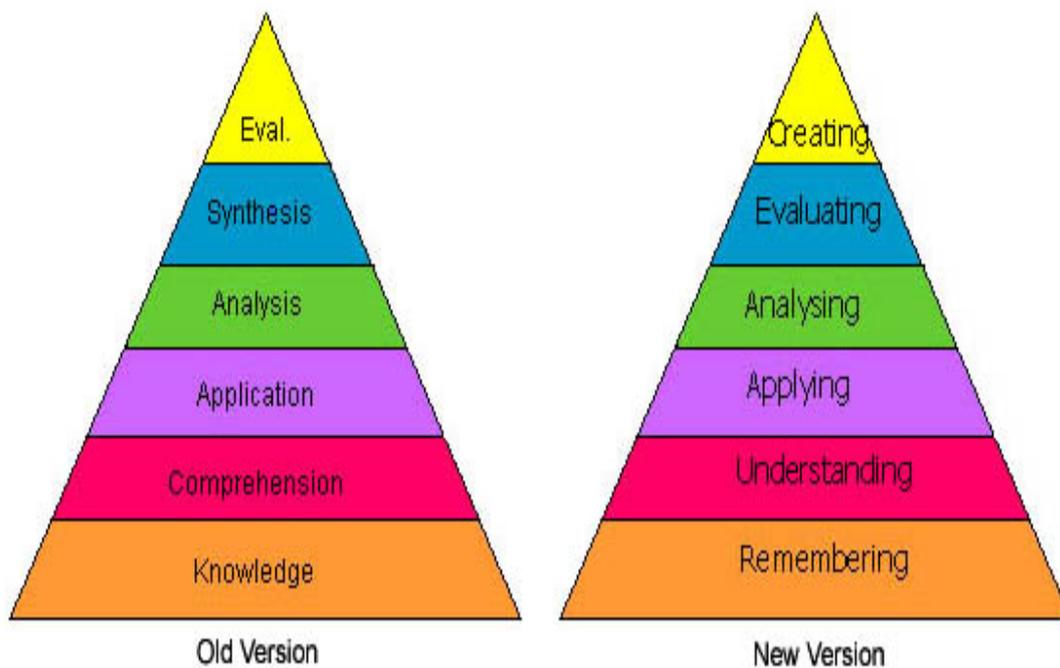
2000). Bloom's Taxonomy is an arrangement of the diverse objectives that teachers lay down for students. It divides educational objectives into three domains: a) *Cognitive Domain*: focuses on a set of objectives that target the development of comprehension and critical thinking. It describes a person's ability to acquire, retain and use information in a significant way, b) *Affective Domain*: these objectives aim to foster emotional growth. It deals with the attitudes, feelings and emotions resulting from the learning process, and c) *Psychomotor Domain*: The skills in this domain depict the capability to physically operate a tool or instrument like a hand or a hammer. This domain involves manipulative or physical skills (Anderson et al. 2000).

For the purpose of our investigation, we shall only focus on the cognitive domain. This domain is composed by six different levels. They are: 1) Knowledge: where the main focus is memory. Students must recall data or information about previously learned material, 2) Comprehension: students must exhibit understanding of the learned material by means of translation, interpolation, interpretation of instructions or problems and by stating a problem using their own words, 3) Application: students are encouraged to use recently acquired knowledge in new situations, 4) Analysis: students have to break down information into its components so they can understand the general structure. Here they have to find out cause and effect relationships, make inferences and find evidence to support specific choices, 5) Synthesis: students have to combine separate components or elements in order to create new whole units, and 6) Evaluation: when students reach this level they have to make judgments and defend their own opinions by using internal evidence or external criteria (Bloom and Krathwohl, 1956; Anderson and Sosniak, 1994; Anderson and Krathwohl, 2001).

Bloom's Taxonomy has been reviewed and reassembled. Forehand (2005) describes how in the 1990's Lorin Anderson and colleagues attempted to modernize the taxonomy with the intention of accommodating the 21st century students' and teachers' needs: "This time representatives of three groups [were present]: cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists" (Anderson and Krathwohl, 2001: xxviii). This new version was published in 2001. Nevertheless, in spite of this new version, we decided to use the old version in the design

of our lessons since we personally consider it to be the most original one. The *Cognitive Domain* is typically depicted as a pyramid shape. Figure number 2.1 shows the old and the new version<sup>6</sup>.

**Figure number 2. 1. Bloom’s Taxonomy. Old Version and New Version**



According to Forehand (2005) a simple search on the Internet will show comprehensible data accounting for the variety of situations where Bloom’s Taxonomy has been applied. Recent studies include the application in the fields of corrosion training to medical preparation. Furthermore, there are many educators who have created a set of

<sup>6</sup> **Bloom’s Taxonomy.** Terminology changes "The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs [e.g., Application to Applying] to describe the different levels of the taxonomy. Note that the top two levels are essentially exchanged from the Old to the New version." (Schultz, 2005) (Evaluation moved from the top to Evaluating in the second from the top, Synthesis moved from second on top to the top as Creating.)

Source: [http://www.odu.edu/educ/lischult/blooms\\_taxonomy.htm](http://www.odu.edu/educ/lischult/blooms_taxonomy.htm)

questions and potential activities that can be done in order to implement Bloom's Taxonomy in the classroom. One of them is the one carried out by Dalton and Smith (1986: 36-7) in "Extending Children's Special Abilities – Strategies for primary classrooms". Figure number 2. 2. offers a summary of some of the many questions and activities that educators can implement in the classroom in order to aid students move through the six levels of educational objectives proposed by Bloom.

**Figure number 2. 2. Bloom's Taxonomy of Educational Objectives**

<b>1. Knowledge</b>		
<b>USEFUL VERBS</b>	<b>Sample Question Stems</b>	<b>Potential activities and products</b>
Tell	1. What happened after...?	1. Make a list of the main events.. 2. Make a timeline of events. 3. Make a facts chart. 4. Write a list of any pieces of information you can remember. 5. List all the .... in the story. 6. Make a chart showing... 7. Make an acrostic. 8. Recite a poem.
List	2. How many...?	
Describe	3. Who was it that...?	
Relate	4. Can you name the...?	
Locate	5. Describe what	
Write	happened at...?	
Find	6. Who spoke to...?	
State	7. Can you tell why...?	
Name	8. Find the meaning of...?	
	9. What is...?	
	10. Which is true or false...?	
<b>2. Comprehension</b>		
<b>USEFUL VERBS</b>	<b>Sample Question Stems</b>	<b>Potential activities and products</b>
Explain	1. Can you write in your own words...?	1. Cut out or draw pictures to show a particular event.
Interpret	2. Can you write a brief	2. Illustrate what you think the main

Outline	outline...?	idea was.
Discuss	3. What do you think could of happened next...?	3. Make a cartoon strip showing the sequence of events.
Distinguish	4. Who do you think...?	4. Write and perform a play based on the story.
Predict	5. What was the main idea...?	5. Retell the story in your words.
Restate	6. Who was the key character...?	6. Paint a picture of some aspect you like.
Translate	7. Can you distinguish between...?	7. Write a summary report of an event.
Compare	8. What differences exist between...?	8. Prepare a flow chart to illustrate the sequence of events.
	9. Can you provide an example of what you mean...?	9. Make a coloring book.
Describe	10. Can you provide a definition for...?	

### 3. Application

USEFUL VERBS	Sample Question Stems	Potential activities and products
Solve	1. Do you know another instance where...? 2. Could this have happened in...? 3. Can you group by characteristics such as...? 4. What factors would you change if...? 5. Can you apply the method used to some experience of your own...?	1. Construct a model to demonstrate how it will work. 2. Make a diorama to illustrate an important event. 3. Make a scrapbook about the areas of study. 4. Make a paper-mache map to include relevant information about an event. 5. Take a collection of photographs to demonstrate a particular point. 6. Make up a puzzle game suing the
Show		
Use		
Illustrate		
construct		
Complete		
Examine		
Classify		

	<p>6. What questions would you ask of...?</p> <p>7. From the information given, can you develop a set of instructions about...?</p> <p>8. Would this information be useful if you had a ...?</p>	<p>ideas from the study area.</p> <p>7. Make a clay model of an item in the material.</p> <p>8. Design a market strategy for your product using a known strategy as a model.</p> <p>9. Dress a doll in national costume.</p> <p>10. Paint a mural using the same materials.</p> <p>11. Write a textbook about... for others.</p>
--	--	--

#### 4. Analysis

USEFUL VERBS	Sample Question Stems	Potential activities and products
Analyze	<p>1. Which events could have happened...?</p> <p>2. If ... happened, what might the ending have been?</p> <p>3. How was this similar to...?</p> <p>4. What was the underlying theme of...?</p> <p>5. What do you see as other possible outcomes?</p> <p>6. Why did ... changes occur?</p> <p>7. Can you compare your ... with that presented in...?</p> <p>8. Can you explain what must have happened when...?</p> <p>9. How is ... similar to ...?</p>	<p>1. Design a questionnaire to gather information.</p> <p>2. Write a commercial to sell a new product.</p> <p>3. Conduct an investigation to produce information to support a view.</p> <p>4. Make a flow chart to show the critical stages.</p> <p>5. Construct a graph to illustrate selected information.</p> <p>6. Make a jigsaw puzzle.</p> <p>7. Make a family tree showing relationships.</p> <p>8. Put on a play about the study area.</p> <p>9. Write a biography of the study person.</p> <p>10. Prepare a report about the area of</p>
Distinguish		
Examine		
Compare		
Contrast		
Investigate		
Categorize		
Identify		
Explain		
Separate		
Advertise		

	<p>10. What are some of the problems of...?</p> <p>11. Can you distinguish between...?</p> <p>12. What were some of the motives behind...?</p> <p>13. What was the turning point in the game?</p> <p>14. What was the problem with...?</p>	<p>study.</p> <p>11. Arrange a party. Make all the arrangements and record the steps needed.</p> <p>12. Review a work of art in terms of form, color and texture.</p>
<b>5.Synthesis</b>		
<b>USEFUL VERBS</b>	<b>Sample Question Stems</b>	<b>Potential activities and products</b>
Create	<p>1. Can you design a ... to ...?</p> <p>2. Why not compose a song about...?</p> <p>3. Can you see a possible solution to...?</p> <p>4. If you had access to all resources how would you deal with...?</p> <p>5. Why don't you devise your own way to deal with...?</p> <p>6. What would happen if...?</p> <p>7. How many ways can you...?</p> <p>8. Can you create new and unusual uses for...?</p> <p>9. Can you write a new recipe for a tasty dish?</p> <p>can you develop a proposal which would...</p>	<p>1. Invent a machine to do a specific task.</p> <p>2. Design a building to house your study.</p> <p>3. Create a new product. Give it a name and plan a marketing campaign.</p> <p>4. Write about your feelings in relation to...</p> <p>5. Write a TV show, play, puppet show, role play, song or pantomime about...?</p> <p>6. Design a record, book, or magazine cover for...?</p> <p>7. Make up a new language code and write material using it.</p> <p>8. Sell an idea.</p> <p>9. Devise a way to...</p> <p>10. Compose a rhythm or put new words to a known melody.</p>
Invent		
Compose		
Predict		
Plan		
Construct		
Design		
Imagine		
Propose		
Devise		
Formulate		

<b>6.Evaluation</b>		
<b>USEFUL VERBS</b>	<b>Sample Question Stems</b>	<b>Potential activities and products</b>
Judge	1. Is there a better solution to... 2. Judge the value of... 3. Can you defend your position about...? 4. Do you think ... is a good or a bad thing? 5. How would you have handled...? 6. What changes to ... would you recommend? 7. Do you believe? 8. Are you a ... person? 9. How would you feel if...? 10. How effective are...? 11. What do you think about...?	1. Prepare a list of criteria to judge a ... show. Indicate priority and ratings. 2. Conduct a debate about an issue of special interest. 3. Make a booklet about 5 rules you see as important. Convince others. 4. Form a panel to discuss views, eg "Learning at School." 5. Write a letter to ... advising on changes needed at... 6. Write a half yearly report. 7. Prepare a case to present your view about...
Select		
Choose		
Decide		
Justify		
Debate		
Verify		
Argue		
Recommend		
Assess		
Discuss		
Rate		
Prioritize		
Determine		

#### 2.2.2.3.2. Cooperative Learning. Enhancing Emotional Intelligence Skills

According to Johnson, Johnson and Holubec (1998) we could trace back the origins of *Cooperative Learning* to the early 1900's with the beginnings of *Social Interdependence Theory*. The German American psychologist Kurt Koffka (1886-1941) led the way in the development of Gestalt psychology<sup>7</sup>. He regarded teams as active

<sup>7</sup> **Gestalt Theory.** Psychology concept used in training. It proposes that what is 'seen' is what appears to the seer and not what may 'actually be there,' and that the nature of a unified whole is not understood by analyzing its parts. It views learning as a reorganizing of a whole situation (often involving insight as a critical factor) in contrast to the behavioral psychology view that learning consists of associations between

wholes with changeable interdependence among its members. Ensuing, in 1930, the German American psychologist Kurt Lewin (1890 - 1947) would expand Koffka's ideas by advocating that: a) the fundamental nature of a team lies in the relationship among the group components who work together towards achieving a common goal. Any individual modification will affect the performance of the rest of the team members, and b) an inherent state of tension compels team members in the direction of the completion of the previously set common goals. Lewin is frequently acknowledged as the "architect of social psychology" and was one of the pioneers to analyze group dynamics and organizational development. Followers such as Ovisankian, Lissner, Mahler, and Lewis would refine his ideas stating that it is the intention of achieving a common goal that act as the powerful incentive which stimulates cooperative and competitive behavior (Johnson and Johnson, 1974, 1978, 1983, 1987, 1989a, 1989b, 1991, 1994, 2000; Foschi and Lombardo, 2006; Colman, 2009). Subsequently, in the late 1940s, American social psychologist Morton Deutsch (1920 - ) expanded Lewin's interpretation about social interdependence and devised a theory of cooperation and competition (Deutsch, 1949, 1962) which has been put into use in the areas of education, by authors at the University of Minnesota, and by business and industry (Johnson, 1970, Johnson and Johnson, 1974, 1989; West et al. 2005).

Johnson and Johnson (1994) state that the *main goal* of choosing cooperation, as the preferred way of students interaction, is to create a learning environment where: a) students motivate and praise each other and b) where all students work together in spite of their differences (ethnic background, gender, level of competency, etc.) "The purpose of cooperative groups is to make each member a stronger individual in his or her own right" (Johnson, Johnson, and Holubec, 1998: 4-17). Furthermore, the positive outcomes of cooperative work have been widely examined. The research undoubtedly shows that, if we compare cooperative and individualistic work, we will be able to observe that the cooperative team obtained: a) better levels of achievement and productivity, and b) better

---

stimuli and responses. Gestalt experiments show that the brain does not act like a sponge (as a passive receiver of information) but actively filters, structures, and matches all incoming information against known patterns to make sense of it. Gestalt theory was proposed by the Austrian psychologist Christian von Ehrenfels (1859-1932) in 1890. <<http://www.businessdictionary.com/definition/gestalt-theory.html>>

developed *emotional intelligence*. Thus, we shall see an environment where there are numerous signs of: 1) empathetic symbiotic relationships, and 2) high levels of competence (social, academic, etc.), and 3) improved self-esteem. The constructive effects of collaboration make cooperative learning one of the most helpful tools educators have (see Johnson and Johnson, 1989). Later, Johnson and Johnson (1994) identified five elements of cooperative learning. These are:

*Positive interdependence*. This implies that all students have to master the pertinent information. Each team member is not only responsible for his or her own learning, but are also held accountable for the rest of the members of the group. “Positive interdependence is linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together” (Johnson, Johnson, and Holubec, 1998: 4-7).

*Substantial face-to-face interaction*. These types of situations facilitate communication among students and lead them to benefit from each others’ knowledge. Furthermore, it promotes the development of a respectful sharing environment where everybody finds the motivation to keep on working on the pertinent task (Johnson and Johnson, 1987; Smith, 1996; Johnson, Johnson and Smith, 1998).

*Goal achievement is the responsibility of each individual who helps to compose the group*. Every member of the team must do their part. The success or failure of the task at hand depends on the actions of each one of the individuals composing the team. “Positive goal interdependence ensures that the group is united around a common goal, a concrete reason for being, such as learning the assigned material and making sure that all other members of your group learn the assigned material” (Johnson, Johnson and Holubec, 1998: 4-8).

*Application of the pertinent emotional skills (intrapersonal and interpersonal skills)*. This means that students should: a) Get better acquainted and increasingly gain trust in each other, b) develop communication skills, c) offer and accept help, and d) come out with positive ways to solve conflict.

*Group regulation and evaluation is to ensure the proper functioning of the group.* This implies that team members have to analyze their effectiveness as a group. This evaluation aids students to sustain high-quality working relationships. Variables that should be observed are: a) relationships among team members, b) ways to encourage and ease collaboration among peers, and c) methods for rewarding constructive performance and success.

Slavin (2003: 270-274) overviews the most widely evaluated cooperative learning methods, which are the following:

*Student Teams – Achievement Divisions (STAD).* A method that demands students to work in groups with mixed-ability along with requiring the acknowledgment and responsibility of all team members.

**In Student Teams-Achievement Divisions (STAD)** (Slavin, 1994a), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. In a related method called Teams-Games-Tournaments (TGT), students play games with members of other teams to add points to their team scores.

STAD and TGT have been used in a wide variety of subjects, from mathematics to language arts to social studies, and have been used from second grade through college. The STAD method is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances (Slavin, 2003: 270).

*Cooperative Integrated Reading and Composition (CIRC)*. This method involves cooperative groups of four, and it is used for teaching reading and writing.

**Cooperative Integrated Reading and Composition (CIRC)** Cooperative Integrated Reading and Composition (CIRC) (Stevens and Slavin, 1995a) is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in four-member cooperative learning teams. They engage in a series of activities with one another, including reading to one another, making predictions about how narrative stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary. They also work together to master main ideas and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing for publication of team books. Three studies of the CIRC program have found positive effects on students' reading skills, including improved scores on standardized reading and language tests (Stevens et al., 1987; Stevens and Slavin, 1991, 1995a) (*cf.* Slavin, 2003: 272).

*Jigsaw*. This method involves cooperative learning teams of six members. The group task is divided into different parts and each team member has to complete one of them.

*Jigsaw*. In *Jigsaw* (Aronson, Blaney, Stephen, Sikes, and Snapp, 1978), students are assigned to six member teams to work on academic material that has been broken down into sections. For example, a biography might be divided into early life, first accomplishments, major setbacks, later life, and impact on history. Each team member reads his or her section. Next members of different teams who have studied the same sections meet in expert groups to discuss their sections. Then the students return to their teams and take turns teaching their teammates about their sections. Since the only way students can learn sections other than their own is to listen carefully to their teammates, they are motivated to support and show interest in one another's work. In a modification of this approach called *Jigsaw II* (Slavin, 1994a), students work in four- or five-member teams, as in STAD. Instead of each student being assigned a unique section, all students

read a common text, such as a book chapter, a short story, or a biography. However, each student receives a topic on which to become an expert. Students with the same topics meet in expert groups to discuss them, after which they return to their teams to teach what they have learned to their teammates. The students take individual quizzes, which result in team scores, as in STAD (Slavin, 2003: 273)

*Learning Together.* This method allows the existence of groups with four or five members. The team members have mixed abilities, and they work together towards completing a common group goal.

**Learning Together.** Learning Together, a model of cooperative learning developed by David Johnson and Roger Johnson (1999), involves students working in four- or five-member heterogeneous groups on assignments. The groups hand in a single completed assignment and receive praise and rewards based on the group product. This method emphasizes team-building activities before students begin working together and regular discussions within groups about how well they are working together (Slavin, 2003: 273).

*Group Investigation.* This type of cooperative learning method fosters students' higher level thinking by having group components carrying on an investigation whose result they would have to present to the rest of the class.

**Group Investigation.** Group Investigation (Sharan and Sharan, 1992) is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects. In this method, students form their own two- to six-member groups. After choosing subtopics from a unit that the entire class is studying, the groups break their subtopics into individual tasks and carry out the activities that are necessary to prepare group reports. Each group then makes a presentation or display to communicate its findings to the entire class (Slavin, 2003: 273).

*Cooperative Scripting.* This cooperative learning method is devised for helping students review with a partner the material that is the object of study.

**Cooperative Scripting** Many students find it helpful to get together with classmates to discuss material they have read or heard in class. A formalization of this age-old practice has been researched by Dansereau (1985) and his colleagues. In it, students work in pairs and take turns summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned. A series of studies of this cooperative scripting method has consistently found that students who study this way learn and retain far more than students who summarize on their own or who simply read the material (Newbern, Dansereau, Patterson, and Wallace, 1994). It is interesting that while both participants in the cooperative pairs gain from the activity, the larger gains are seen in the sections that students teach to their partners rather than in those for which they serve as listeners (Spurlin, Dansereau, Larson and Brooks, 1984). More recent studies of various forms of peer tutoring find similar results (Fuchs and Fuchs, 1997; King, 1997, 1998) (Slavin, 2003: 273).

#### 2.2.2.3.3. Kagan's Cooperative Strategies

If there is one researcher who has contributed the most to the integration of cooperation in the learning environment, it has been Spencer Kagan. Joritz-Nakagawa (2009: 1) reviews how Kagan (1994, 1998) has created a vast array of cooperative strategies, approximately 200 different ones. They promote the development of emotional intelligence and facilitate achievement. "The structures have various aims, such as: building team spirit and positive relationships among students; information sharing; critical thinking; communication skills; and mastery (learning/remembering) of specified material. Many of the structures can fulfill a number of aims simultaneously, depending on how the teacher uses them. Structures can be mixed and matched, and adapted to the particular student group."

Kagan's cooperative strategies follow the *PIES* concept: (P) positive interdependence, (I) individual accountability, (E) equal participation, and (S) simultaneous interaction. In Joritz-Nakagawa's words (2009: 4):

1) *Positive interdependence*: individual success depends on the group.

2) *Individual accountability*: "means a procedure to check that each participant individually contributes a fair share to a group effort. It also means there is a way to evaluate the quality of the effort/result of each member."

3) *Equal participation*: it implies that all team members' roles in a group have the same importance and the outcomes are valued equally.

4) *Simultaneous interaction*: "means that all students are actively engaged at the same time during the class."

In 1998, Dr. Spencer Kagan and Miguel Kagan published their book *Multiple Intelligences. The Complete Multiple Intelligences Book*. This book, embracing Gardner's *Multiple Intelligence Theory* (1983) (for more detailed information see section 2.3.2.1), presents a set of cooperative strategies that promote the expansion of the various multiple intelligences. "This present book adds new tools and hopefully contributes to the ongoing conversation about the nature of human intelligences and how education should respond, now that it is established there are many ways to be smart" (Kagan and Kagan, 1998: XVII). This teaching methodology has been long justified by the work of Gatenby (1965: 10-11): "George Ticknor (1791-1871) delivered a lecture at Harvard on "The Best Methods of Teaching the Living Languages" (1832), and here, in addition to insistence on language as speech, we have perhaps for the first time recognition of the fact that there is no one method of teaching languages, but that the teacher must vary his method according to the materials to suit the individual needs and capacities of this pupils." This rationale encouraged us to use Kagan and Kagan's set of cooperative strategies to design our lessons since they also foster the development of Multiple Intelligences.

### 2.3. IMPLICIT VERSUS EXPLICIT THEORIES OF INTELLIGENCE

The increasing number of contributions made to the study of intelligence has ultimately found a common ground. Scholars have concluded that there are two main theories which, in an interdependent manner, approach the clarification of intelligence. García Garrido and Linde López (2008: 18-19) summarize Stenberg's (1985: 21-23) distinction between explicit theories and implicit theories:

The former refer to the formal descriptions of the concept of intelligence formulated by experts on the area, the latter, in turn, are the informal ideas we all have about intelligence. Sternberg observed that the idea of intelligence held by experts and non-experts on intelligence had several things in common: both parties tended to say that intelligent people are those who are characterized by their open and positive attitude towards innovation. While the explicit theories are the base for the empirical research, the implicit theories are the ones that determine the way we act based on our conception of intelligence. Because implicit theories give rise to explicit theories in certain aspects, it is important to understand both of them not only individually but also in the way they interact and evolve.

To begin this section, we offer Figure 2.3, which shows a drawing of a tree with different branches and apples. The tree has two main branches that represent, symbolically, the two main theories that conceptualize intelligence: 1) explicit theories, and 2) implicit theories. From each of these main branches, we see several other ramifications that come with their corresponding apples. The ramifications come to exemplify the different strands within each line of thought. The apples intend to represent the most significant authors in each theoretical trend. Thus, we have:

1. EXPLICIT THEORIES. These are divided into 4 branches which are occupied by:

1.1. *Psychometric Theory*. With their respective followers: Binet, Spearman, E. L. Thorndike, L. L. Thurstone, Raymond B. Cattell, Guilford and Gardner.

1.2. *Epistemological theory*. This is one of the poorest of all the branches providing only an apple: Piaget.

1.3. *Sociological Theory*. In this section we find: Vygotsky, Feuersteins and Goleman.

1.4. *Information Processing Theory*. This branch is also light and, as the epistemological theory, it shows only one author: Sternberg.

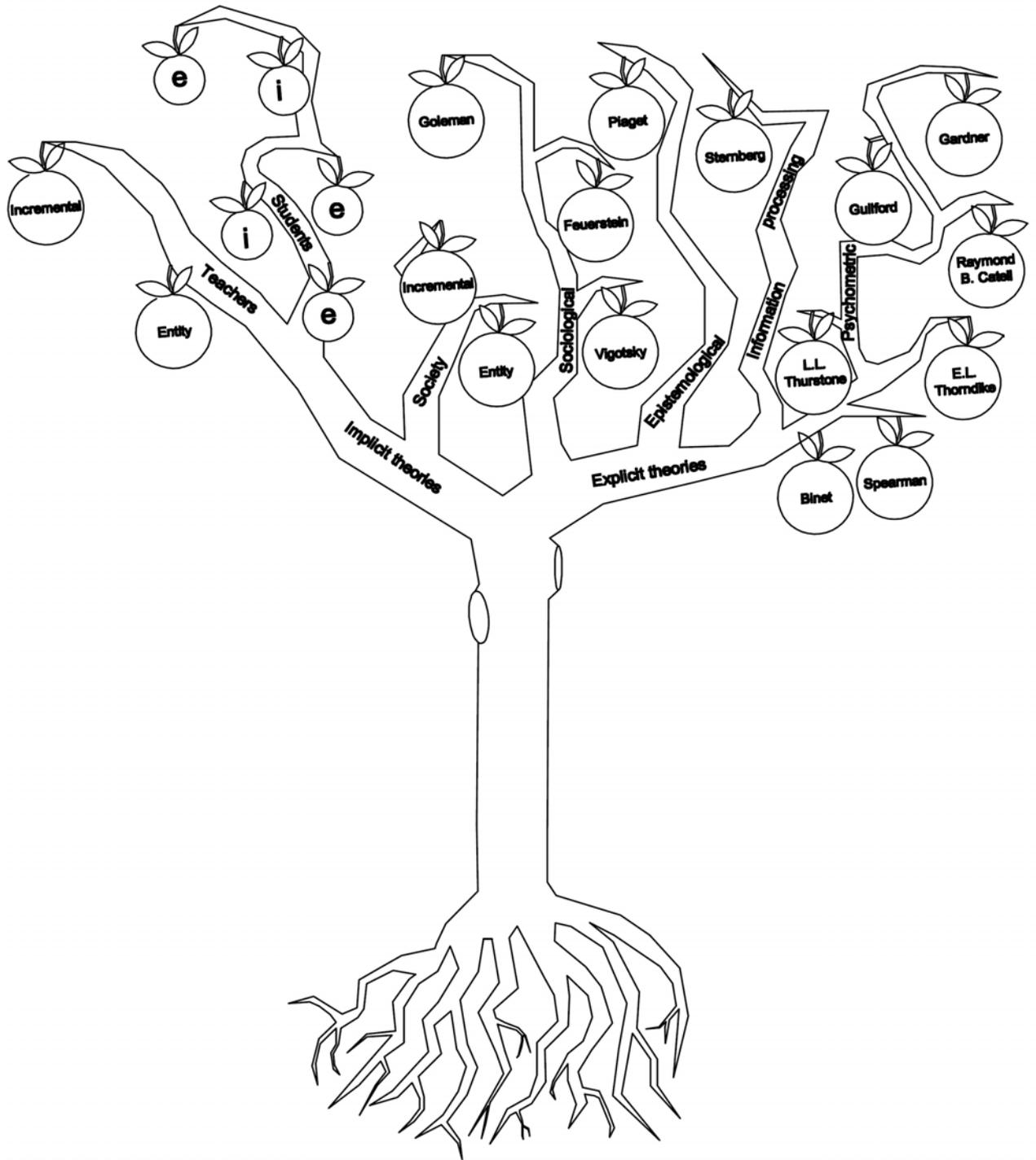
2. IMPLICIT THEORIES make up the second major branch which, in turn, is divided into 3 sections that include:

2.1. *Teachers' Implicit Theories of Intelligence*, which deals with the versions made by incremental versus entity theorists.

2.2. *Students' Implicit Theories of Intelligence*, which, as it happened in the case of teachers, is also subdivided into entity versus incremental theorist.

2.3. *Theories of the rest of the population*. This part was conducted through the collaboration of friends (and friends of friends) who gave us their particular definition of intelligence. Thus, this subsection would become an example, on a small scale, of what society believes about the cognitive ability called intelligence. We have put some small

Figure number. 2. 3. Theories of Intelligence Tree (by Maria Isabel García Garrido)



apples with an ‘e’ and an ‘i’, respectively, to imply that society is divided into people who follow the ideas of the entity theorists and incremental theorists.

### **2.3.1. Implicit Theories of Intelligence (ITI)**

We all, experts and non-experts in the field of intelligence, have a personal definition of intelligence. The non-experts’ definition of intelligence, which we shall undertake in this section, will allow us not only to observe the substantial implications which the perception of intelligence has had for language learning, but also to establish a common setting which will act as a backdrop to and assist in the understanding of our subsequent section dedicated to the explicit theories of intelligence.

Sternberg (2000) points out the importance of ‘Implicit Theories of Intelligence’ (ITI) by stating that: a) they provide the explanation about the way people see their own intelligence and the one of others, b) they constitute the base for the creation of ‘Explicit Theories of Intelligence’ (ETI), and c) a close examination and comparison of implicit theories of intelligence among different cultures and ages may shed light on the differences about the perception of intellectual abilities.

While attempting to study ITI, many researchers have created a double classification: a) Entity Theories – see intelligence as something that cannot be modified and b) Incremental Theories – see intelligence as something that can be expanded upon (Lynott and Wolfolk, 1994; Hong and Dweck, 1999; Cabezas and Carpintero, 2006; Blackwe, Trzasmiewski and Dweck 2007; DaFonseca et al. 2007).

In this section, we shall see three types of implicit theories: 1) Teachers’ implicit theories, 2) Students’ implicit theories, and 3) Implicit theories of the rest of the population. Figure number 2.4 summarizes the fundamental characteristics of incremental and entity theories; both for the students and the teachers (Dweck et al., 1983, 1988, 1992, 1995, 1999, 2007; Bandura and Dweck, 1985; Levy and Dweck, 1999; Kamins and

Dweck, 1999; Levy, Plaks and Dweck, 1999; Mangels et al. 2006; Olson et al. 2006; Nussbaum and Dweck, 2007).

**Figure number 2.4. Summary of the fundamental characteristics of incremental and entity theories**

	Incremental	Entity
Students	<b>Intelligence:</b> Developed by effort.	<b>Intelligence:</b> Innate and fixed.
	<b>Success:</b> Effort and satisfaction.	<b>Success:</b> Social prestige
	<b>Focus:</b> Learning.	<b>Focus:</b> Result.
	<b>Motivation:</b> Internal.	<b>Motivation:</b> External.
	<b>Academic challenge:</b> Motivating.	<b>Academic Challenge:</b> Fear of failure.
Teachers	<b>Intelligence:</b> Developed by effort.	<b>Intelligence:</b> Innate and fixed.
	<b>Success:</b> Determined by behavior.	<b>Success:</b> Predictable.
	<b>Focus:</b> Strategies.	<b>Focus:</b> Students' Skills.
	<b>Important:</b> Social skills and convenience.	<b>Important:</b> Learning curriculum does not modify intelligence.
	<b>Failure:</b> Opportunity to improve.	<b>Failure:</b> Predictable
	Positive <b>reinforcement.</b>	Lack of positive <b>reinforcement.</b>

Among the several definitions of implicit theories of intelligence we find the ones of Dweck and Bempechat (1983), who posit that implicit theories of intelligence are not related to current ability as evaluated by measures of intelligence. However, they have a definite impact on cognition and behavior in academic situations. In addition, Sternberg (1985: 51) refers to the implicit theories of intelligence as the perceptions that people have about intelligence. The main idea of studying ITI is to analyze the form and content of what people consider intelligence to be.

In this line, Dweck (1995: 73) defines implicit theories as: “An individual’s basic assumptions about himself and the rest of the world. Implicit theories are necessary because they help to create a meaning system by providing a framework to guide our goals”. Dweck (1999) has performed extensive research about the two different implicit theories of intelligence that people have: a) Entity Theories and b) Incremental Theories. Since this is a phenomenon that affects both, teachers and students, we shall discuss next the effect of these two different visions in the learning environment.

#### 2.3.1.1. Teachers’ Implicit Theories of Intelligence

According to Parra (2004: 4), teachers judge students through three basic criteria: 1) The implicit theories of intelligence, which are based on students’ productivity, 2) Students’ behavior; when students are good or wise, because when they are not, we tend to think they have learning problems as they do not fit the pattern of work of their peers, or the requirements of the course, and 3) the students’ self-concept; which is the way the perceived themselves influenced by what others say about them.

In this section, we shall focus only on the results that come within the implicit conceptions of intelligence. At the outset, we need to say that teachers’ views of students’ intelligence can affect both the way teachers treat their students and the quality of education they provide. One of the authors studying this phenomenon has been Stipek (1998), who declares that there is a lack of reflection on the methods that the teacher uses

when transmitting knowledge. Consequently, this absence of self-assessment originates an inadequate and inefficient methodology. The solution to this problem would be given through the 'awakening' of teachers; that is to say, educators must be aware of their implicit beliefs since these determine the way they teach their students.

Choh (2000) clarifies that the main intention of distinguishing between these two implicit theories of intelligence is not to judge people, but to analyze the different outcomes that both of them produce. In the case of teachers, these implicit views of intelligence are extremely important since they will determine: 1) The way they treat their students, 2) The type of educational strategies and methods they use to deliver the instruction, and 3) The goals and expectations they set for their students. Consequently, making teachers aware of these two visions of intelligence and their outcomes may lead educators to reflect about their teaching methodology; thus leading them to create a learning environment that contemplates students' future capabilities.

The *Entity Theorists* group would consist of those who believe that personality traits - within these, intelligence - are fixed from birth. Or what is the same, the intelligence level of a student is an innate and unchangeable characteristic. People following an entity vision of intelligence, *Entity Theorists*, would agree that human beings can learn new material, but will reject the idea of intellectual modification. Followers of this vision tend to not be able to overcome failure and have a very pessimistic outlook of unfavourable circumstances. Those belonging to this ideology believe that individuals always have a certain consistency in their behavior and their capabilities (Dweck, Chiu and Hong, 1995; Mueller and Dweck, 1998; Dweck, 2006).

Lynott and Woolfolk (1994) observed that those teachers who had spent more years dedicated to teaching tended to view intelligence as a fixed element. In turn, Lee (1996) observed that entity theorists had a higher tendency to use initial perceptions and student performance as indicators of intelligence and, therefore, as predictors of future academic performance. Teachers with this view used inadequate patterns that only focused on the students' skills present at the time of the lesson. They saw students'

failure as something that really could not be overcome. Their only advice to their students was based on the skills that were synchronically observed, and not believing these students could have any further potential that could be expanded upon. In other words, there is no hope of improving their production.

To end this section, we will share an example of an educator with an entity view of intelligence. In 2006, I was enrolled in a Masters Degree program in Education, at Northern Illinois University. In one of the classes, *Including Students with Special Needs in the Regular Classroom*, one of my classmates recounted an incident with an administrator at the school where she worked:

*Student: She (the administrator) told me that she was resigning after 27 years. She said that she respected this culture (Mexican-American) because they were hard working and very family oriented. Then she continued to say that if there was only one problem that she had with these people, it was that they refused to learn the language. She stated it is unbelievable to know that after being here for 20 years, they still needed translators. Our conversation continued as follows:*

*Administrator: "Do you know how much it costs me to have translators?"*

*Student: "No, but wait a minute. You have to understand that it depends on the situation." And then she replied:*

*Administrator: "No, there is no excuse. These women are too busy at home producing more and more children. They don't even work. I think it has a lot to do with the chauvinistic environment; these men don't want them to work".*

*Student: I changed the subject and I asked her about the biggest department in Special Education in our district. She said:*

*Administrator: "Oh, it is the Learning Disabilities. That's where all your Hispanics are."*

*Student: "Oh, but wait a minute. Don't you think it has to do with testing discrepancies?" And then she replied:*

*Administrator: "Yes it does, and it has to do with the social content of the exams. These kids are basically socially retarded. You have to understand that their parents are not educated. Think about where these parents come from, of their background. How do you expect them to be educated? How do you expect their children to learn? How do you expect them to improve?"*

On the other hand, the *Incremental Theorists* are those who believe that the characteristics of individuals are mutable and change over time. Lynott and Woolfolk (1994) argue that *teachers* who fall under this view of intelligence regard social skills and practicality as two of the most important issues of intelligence. In addition, Dweck, Chiu, and Hong (1995) state that *Incremental Theorists*: 1) Pay closer attention to behavioural components as the sources of malfunction, 2) Consider the intelligence can be developed through hard work, and 3) View obstacles as the motivational tools that encourage them to make a higher effort while trying to achieve a particular goal. Lee (1996) observed that teachers who have an incremental view of intelligence provide their students with teaching strategies and value the effort put into learning. Furthermore, they contemplate failure as an opportunity to teach something that students need. This group of teachers never forget to reward as well as emphasize the effort made by their students.

#### 2.3.1.2. Students' Implicit Theories of Intelligence

As we have seen in the case of teachers, we can also speak of two ideologies within the group of *students*. In this way, we can distinguish between students who focus on learning and those who pay more attention to the recognition obtained through assessments. To better understand the differences in the production of both types of students, researchers have paid attention to two basic questions of education: 1) The goals students set for themselves (Bandura and Dweck 1985; Dweck and Leggett, 1988); and 2) The way students deal with failure and recover from it (Bempechat, London and Dweck, 1991). It was found that: 1) Those students who are learning-oriented have a concept of intelligence as something changeable, and 2) Those who focus more on academic achievement see intelligence as something fixed, coded and inherited (Dweck and Bempechat, 1983; Dweck and Elliot 1983, 1988; Dweck and Legget 1988; Ablard and Mills, 1996). Additionally, Blackwell, Trzesniewski and Dweck (2007: 247-8) make reference to three studies that point out the direct relationship between ITI and school achievement.

[...] In a study of students undergoing a junior high school transition Henderson and Dweck (1990) found that students who endorsed more of an incremental view had a distinct advantage over those who endorsed more of an entity view, earning significantly higher grades in the first year of junior high school, controlling for prior achievement.

The relation between theory of intelligence and achievement is further supported by experimental research. For example, Aronson, Fried, and Good (2002) taught an incremental theory to college students, and compared them with two control groups: one a no-treatment group; and one taught a version of the “Multiple Intelligences” model of ability (Gardner, 1983). Students in the incremental theory training group subsequently earned higher grades, controlling for SAT scores, than did their counterparts in either the multiple or the no-treatment control groups. In a recent study, Good, Aronson and Inzlicht (2003) also found that an incremental theory intervention led to significant improvement in adolescents’ achievement test scores compared with a control group.

These studies show that theories of intelligence can be manipulated in real-world contexts and have a positive impact on achievement outcomes.

Consequently, we can say that implicit conceptions of intelligence highly influence students’ academic success. Further proof is provided by studies carried out with gifted children on the implicit theories of intelligence. These investigations have yielded significant data about the productivity of students. Clark and Tollefson (1991) observed that, in general, gifted students are more motivated and eager to pursue certain academic challenges. However, this does not occur equally with all students who fall into this category. In fact, it was shown that even students with such skills can stay behind in what would be their “estimated” performance (Bandura and Dweck, 1985; Heyman and Dweck, 1992). This delay in what students produce is due to two main factors. One factor could be that a curriculum is not challenging enough (Sisk, 1988; Rimm and Lovance, 1992). Conversely, there is the fact that students with a fixed view of intelligence, yet despite being gifted, display elevated fear of failure and place high emphasis on the views others have of them. It is as if unconsciously they would try to avoid the risk of failure in order to keep the status achieved. This is seen throughout their academic career. Noteworthy authors, such as Swiatek and Benbow (1991) and Kolitch and Brody (1992), state that the differences in these two types of theorist can also be seen in their career

choice and level of intrinsic motivation. Whitmore (1980, 1983, 1985, 1987) analyzed how the low intrinsic motivation levels of *Entity Theorist* led them to perform below what was expected from them. By contrast, Clark and Tollefson (1991) observed how those who see intelligence as something changeable are always eager to try a new task to learn more. These students have a high level of internal motivation which is what leads them to success.

*Entity Theorists* are the *students* who *focus on the result*. In a study conducted by Dweck and Leggett (1988), it was found that such students see intelligence as something fixed and are more concerned about the success of their academic performance (especially noted by others) rather than what they actually must learn at any given time. Therefore, such students tend to choose tasks that lead directly to success, that is, tasks they considered easy for their abilities. They often avoid complicated tasks involving a high degree of risk that might lead them to a poor performance and to be evaluated as 'incompetent'. As a result, these students develop erroneous learning patterns that guide them, in some cases, to a high level of failure.

*Incremental Theorists* are the *students* who *focus on learning*. They focus on understanding what they learn; they want to continue studying even though their performance has not been adequate at one time. Evidence of these facts are reflected in the works of: Meece, Blumenfeld, Hoyle, 1988; Pintrich and De Groot, 1990; Heyman and Dweck, 1992; Elliot; 1999. Students who fall under this second trend see intelligence as something changeable, something that develops naturally as a result of effort, or as a set of dynamic skills and knowledge that can be increased through self effort. In this way, they tend to deposit more energy in performing an activity to the extent of which the difficulty of the task at hand increases. Thus, they set learning goals focused on developing their level of competence in any area and increase their effort after they have seen they have not obtained the appropriate results in the task they have undertaken (Heyman and Dweck, 1992).

In conclusion, we could say that, as Heyman and Dweck (1992) point out, the importance of students' implicit theories lies in the bond between their understanding of

intelligence and effort, and their preference for challenge. In addition, as seen in the work of Ablard and Mills (1996), the basic difference is that while incremental theorists focus on the acquisition of specific skills, the entity theorists focus on the implementation and confirmation of such capabilities.

### 2.3.1.3. A survey on Implicit Theories of Intelligence

In this last section about ITI, we shall analyze the results after asking a sample population of 41 people to define intelligence for us. We asked these people to tell us their profession, age, place of residence and their concept of intelligence. Below we present figure number 2.5 where we offer the ideas that each interviewee personally stated to us.

**Figure number 2.5. Survey on Implicit Theories of Intelligence**

<b>Gender</b>	<b>Age</b>	<b>Country of Origin</b>	<b>Job</b>	<b>Concept of Intelligence</b>
1. Female	42	Cuba	Teacher	The aptitude or ability a person possesses that can be expounded upon.
2. Male	25	Cuba	School Secretary	The possession of a high educational background.
3. Male	46	Cuba	Music Professor	Intelligence includes knowledge, understandings, skills, and dispositions—both inborn and learned—that can be applied to various situations and contexts.

4. Female	33	Mexico	Economist	Intelligence is the capacity to be perseverant and consistent in whatever you need to do for being a successful person.
5. Male	37	Mexico	Mechanic	The amount of knowledge a person possesses that allows him/her to answer the most amount of questions in an accurate way.
6. Female	35	Mexico	Realtor	A good combination of common sense, wisdom and education.
7. Female	35	Mexico	Teacher	A higher level of common sense. Many people can be book smart but not all of them have common sense.
8. Female	30	Mexico	Teacher	Intelligence, to me, is one's ability to intake and then filtering key information that will allow one to create, invent, and/or pioneer new ways of thinking manifested through various mediums, outcomes and/or products.
9. Male	30	Mexico	Bar Tender	Potential or ability that human beings have to reason, to analyze, to solve and create situations that develops with life experiences.
10. Male	31	Russia	Estate Appraiser	The ability of the brain to deliberately fool itself and others.
11. Male	30	Haiti	Nurse	The knowledge acquired through life experiences.
12. Male	30	Haiti	Banker	An individual's unique ability to out smart others with confidence.
13. Male	34	Argentina	Cargo Agent	The general knowledge people have combined with the capacity to apply that knowledge in a correct way.

14. Male	34	Zambia	Sales and Purchasing	Intelligence comes in all forms and gives us the capability to survive in this world.
15. Female	36	Canada	Teacher	Factor that determines a person's ability to solve tasks and problems. The level of a person's intelligence will determine how fast and accurate that task or problem can be solved.
16. Female	21	Vietnam	Student – Business Management	The capacity to learn and understand from a different variety of means.
17. Male	27	Greece	Property Manager	The ability to process logic or information in general.
18. Male	29	Afghanistan	Drafter	Ability to comprehend a situation or a problem and find a solution to it.
19. Male	75	Afghanistan	Retired Pilot	Your general outlook on life and the way you conduct yourself.
20. Female	44	Afghanistan	Doctor	The combination of IQ and moral values that determines a person's behavior.
21. Female	67	Afghanistan	House Wife	The combination of a high education and the capability to distinguish between right and wrong that determines the way we act in life.
22. Male	26	Poland	Dentist	What you gain through life experiences and obstacles.
23. Male	41	USA	Hockey Player	One's ability to process, retain, and utilize information.
24. Male	49	USA	Carpenter	Intelligence is the ability to absorb, understand, and retain information in a meaningful fashion in order for the individual to be successful and happy in life.

25. Male	39	USA	System Administrator	To me intelligence is the accumulation of a living being's learning, processing, and interaction with the physical world around them and that being's ability to build a knowledge base rooted in its experiences.
26. Male	38	USA	Urban Planner	My concept of Intelligence has two dimensions. I divide it into (a) learned intelligence and (b) behavioral intelligence.
27. Female	51	USA	Social Worker	Intelligence draws from many areas. Education performance, life experience, common sense, street smarts, and social awareness are all pieces that make up the concept of intelligence. One can be proficient in all, some or no areas. For example, one may be very smart in educational areas like math or reading, but not be a bright crayon in the box of life in the common sense realm.
28. Male	49	USA	Research Associate, Condensed Matter Physics	Concept of Intelligence: The ability to remember and to use abstraction.
29. Male	51	USA	Lawyer	Ability to understand and process information.
30. Male	25	USA	Illustration Artist	Common sense and ability to retain knowledge and use this knowledge accordingly.
31. Male	27	USA	3D Animator	The ability to acquire and retain knowledge.
32. Female	38	USA	Teacher	The ability to make non-destructive decisions.

33.	32	USA	Navy Officer	Ability to acquire and use information.
Male				
34.	40	Spain	Teacher	Capacity of absorbing knowledge and use it in a proper way
Female				
35.	62	Spain	Farmer	The capability we are born with that develops with life learning.
Male				
36.	32	Spain	Social Security Officer	Ability or capability to resolve problems.
Female				
37.	38	Spain	Sociologist	Intelligence is the quality of knowing the world better in order to live a happy life.
Male				
38.	62	Spain	House Wife	Skill with which individuals are born but developed over a lifetime.
Female				
39.	21	Spain	Student – Computer Science	The capacity to learn fast and adjust to life changes.
Male				
40.	30	Spain	Chemical Engineer	The ability to solve problems.
Male				
41.	27	Spain	Chemical Engineer	A person's ability to respond to problems that may arise in his/her life.
Female				

In view of the information that appears on the chart above, an interesting set of conclusions can be drawn from this, which we offer below:

1) *Gender*. At the outset, we must state we did not find significant differences in the definitions provided by males or females.

2) *Age*. Although we were expecting a rising tendency towards *Entity Thinking* as the interviewee age increases, we observed that this was not the case. As it appears, the implicit theories of intelligence that non-experts possess *are not related to their age but rather to their own particular understanding of life*.

3) *Place of Origin*. For the most part, *there were no big discrepancies in the definition of intelligence considering the place of origin*. In our opinion, it really did not come as a surprise. We hypothesized that this would be the case because: 1) All the people that we invited to define intelligence have had or have residency in the U.S. or Spain, 2) Interviewed people have been long exposed to western views of education and ‘success’, 3) The educational approaches between these two countries are very similar, 4) People adjust their views according to the type of society where they live, and 5) The socio economical status of all interviewees is very similar. Nevertheless, we must point out two differences: a) For the majority of the people that we interviewed who come from Afghanistan, we saw their definition of intelligence included a high moral component. We believe this is the case because, in spite of living in USA, they came to this country at a later point in their lives when their particular set of values was already ‘pre-established’ by the norms of their culture, and b) One of the persons coming from Haiti provided a very interesting definition asserting intelligence is ‘the ability to out smart others and ....’ In this situation, we conjecture the difference could be provided by the poor socio economical situation of his country of origin<sup>8</sup>.

4) *Job*. However, we can say that there were *differences in the definitions of intelligence as regard to the educational level and profession* chosen by the subjects. In our study, we found that those who have studied humanities tend to conceptualize intelligence as an ability to succeed in life, to understand the world and find happiness. In turn, those with a more scientific education see intelligence as the combination of a set of capabilities that help them solve problems. Consequently, we infer that the concept people have about intelligence makes them take some specific paths within the field of education and career choosing. This is one of the reasons why we regard the study of intelligence on the part of teachers and pupils.

To summarize, we may state that all of them have in common the following considerations:

---

<sup>8</sup> For those who could be interested, we recommend further readings into Afghanistan and Haiti socio economical situations for a better understanding of the conclusions that we reached in this subsection.

1) In general, most people do not think about intelligence as something that we are born with, but a capability we develop through education and life experiences.

2) All the interviewees agreed on the existence of a *learned intelligence*. They refer to this capability as the kind of intelligence that is related to issues such as conducting difficult tasks, know facts, have general information about the world and possess specific knowledge in certain areas. This is the type of intelligence that can be developed by practice and repetition.

3) They all agreed on the existence of *intelligence that teaches* us how to behave in life. This includes the ability to make decisions, wisdom, insight, prediction, and so on. Similarly, it also includes the ability to understand the inherent complexities in all things (natural, scientific or cultural). An example would be the ability of one person to stay out of trouble in a situation that could represent any type of danger (i.e. the English word street smarts) or the ability to recognize the link between the cultural background of a person and his/her interpretation of events.

4) We also noted that most people in the first instance, using colloquial speech, agreed on the idea that intelligence was determined by *the speed* at which new things could be learned and effectively implemented to provide them with the most development.

5) The value of *logical reasoning* was also frequently emphasized - the condition that has been developed in more traditional education – as it is conceived as something that enables individuals to predict how a particular idea can affect a given situation.

6) Furthermore, the value of *memory* was also universally praised. It was seen as the variable which will be the best option we have to choose when we want to reach the best solution to a specific issue. The memory of situations in which we did not get the desired result helps us understand and recognize the details we have to consider when

evaluating a similar situation. That is to say that our mistakes teach us what things we are not supposed to do again.

### 2.3.2. Explicit Theories of Intelligence (ETI)

As we see on the tree that we presented at the beginning of this section, there are many notable authors who have created explicit theories of intelligence. For space reasons, we are only going to describe in this sub-section the ones that we have used for the design of our writing program. We considered that the theories of Gardner, Goleman and Sternberg are innovative for several reasons. The most important ones are: a) they have contributed to the creation of schools that pursue the application of the ‘hottest’ ideas about intelligence and education. Some examples are the *Key School*<sup>9</sup> and *Arts Propel*<sup>10</sup>, and b) they ascribe to our belief of intelligence being something malleable that can be developed with pertinent instruction.

---

<sup>9</sup> **The Key School** is an independent private coeducational school, located in the neighborhood of Hillsmere Shores in Annapolis, Maryland. Key School does not rely primarily on the enforcement of rules to teach students these values. Instead, it uses a method of instruction that may best be described as discursive: students learn to respect and uphold the School's values through discussion with teachers and other adult members of the community. Experience shows that, in most cases, the most powerful lessons about how to behave are learned through rational discourse with respected adults. Students also learn values at Key School from their peers and from behaviors they observe being modeled by adults. Through this process, children understand for themselves the importance of the School's values and feel invested in the welfare of the School community. <<http://www.keyschool.org/>>

<sup>10</sup> **Arts PROPEL**. Arts PROPEL is a five-year, collaborative effort involving Harvard Project Zero, the Educational Testing Service (ETS), and the teachers and administrators of the Pittsburgh Public Schools. Model programs combining instruction and assessment were developed for middle and high school students in three art forms: music, visual arts, and imaginative writing. In an Arts PROPEL classroom, students approach the art form along three crisscrossing pathways that give Arts PROPEL its name: (1) production--students are inspired to learn the basic skills and principles of the art form by putting their ideas into music, words, or visual form; (2) perception--students study works of art to understand the kinds of choices artists make and to see connections between their own and others' work; (3) reflection--students assess their work according to personal goals and standards of excellence in the field. Arts PROPEL researchers developed two major instruments that use an ongoing process of assessment and self-assessment to reinforce instruction. One, the domain project, encourages students to tackle open-ended problems similar to those undertaken by practicing artists (like Ella Macklin's investigation of portraiture). The other instrument, the portfolio or processfolio, traces the development of examples of student work through each stage of the creative process. <<http://pzweb.harvard.edu/Research/PROPEL.htm>>

### 2.3.2.1. Howard Gardner's Multiple Intelligences Theory and Educational Implications<sup>11</sup>

One of the most recent relevant theories of intelligence that apply to teaching and learning is the one called Theory of Multiple Intelligences, developed in 1983 by Dr. Howard Gardner, Professor of Education at Harvard University and subsequently revised in later works (Gardner 1983, 1993, 1999a, 1999b, 2000, 2003). After disagreeing with a too-limited traditional notion of intelligence based on I.Q. testing, Gardner sets forth his own proposal, which contemplates eight different intelligences to account for a broader range of human potential in children and adults. In doing so, Gardner, in particular, encourages educators to use a variety of approaches in instruction, building on the diverse abilities that different children may have (McDevitt and Ormrod 2007:304). This innovative proposal has given rise to many methodological implications aimed at meeting students' particular types of intelligence (for example, Nicholson-Nelson 1998; Kagan and Kagan 1998; Armstrong 2003; Baum, Viens and Slatin 2005). In endeavoring to give a more detailed account of these eight multiple intelligences, we present below a summary in which the main features of each type of intelligence are specified:

1) *Verbal/linguistic intelligence: "Word smart"*. The people who have this type of intelligence have sensitivity to the meaning of words. A word-smart person is someone who: a) likes to: write, read, speak: talks easily, has an extensive vocabulary, expresses himself/herself clearly and enjoys talking, and b) works as: actor/actress, attorney, author, editor, journalist, librarian, marketing director, newscaster, novelist, orator, playwright, poet, politician, publicist, publisher, religious leader, salesperson, speaker, speech writer, teacher, writer, etc.

2) *Logical/mathematical intelligence: "Number smart"*. This type of intelligence applies to those who enjoy working with numbers doing calculations, quantifications, etc. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving. A number-smart person is somebody who: a) likes to: solve problems,

---

<sup>11</sup> This summary is taken from García Garrido and Linde López (2008: 25-27)

ask and answer questions, work with numbers, experiment with things, categorize and classify different elements, work with patterns, etc., and b) works as: scientist, computer programmer, accountant, astronomer, banker, bank teller, buyer, cashier, doctor, detective, economist, engineer, entrepreneur, inventor, investor, judge, mathematician, mystery writer, philosopher, physicist, real estate agent, stock broker, etc.

3) *Visual/spatial intelligence: "Art smart"*. This refers to those who have the ability to think in three-dimensions. An art-smart person is someone who: a) likes to: design, draw, build, create, daydream, look at pictures, and b) works as: art director, art teacher, artist, architect, cartographer, cartoonist, curator, decorator, driver, engineer, fashion designer, florist, graphic designer, illustrator, navigator, painter, pilot, photographer, printer, sculptor, topologist, etc.

4) *Bodily/kinesthetic intelligence: "Body smart"*. This is the type of intelligence of those who are really good at performing tasks that demand physical movement. People with this intelligence have an excellent ability to coordinate body movement and use hands for manipulating objects. A body-smart person is somebody who has the ability to use his/her own body to perform activities and to solve problems. a) He/she likes to: use tools, dance, act, practice sports, move around, touch things and talk, etc., and b) works as: acrobat, actor, athlete, carpenter, construction worker, dancer, electrician, jeweler, mechanic, therapist, plumber, surgeon, sculptor, etc.

5) *Musical intelligence: "Music smart"*. The people who possess this type of intelligence have a great sensitivity to pitch, rhythm, timbre and tone. They can recognize, create and reproduce music by using an instrument or voice. A music-smart person is someone who: a) likes to: sing, play an instrument, listen to music, etc., and b) works as: composer, conductor, dancer, disc jockey, instrument maker, music critic, music teacher, musician, singer, song writer, sound engineer, etc.

6) *Interpersonal intelligence: "People smart"*. Those who have this intelligence are capable of showing empathy for somebody else's feelings. They are also capable of understanding others' points of view. They can interact effectively with one or more people at the same time. A people-smart person is someone who: a) likes to: have friends, talk to people, join groups, and b) works as: arbitrator, actor, counselor, doctor, entrepreneur, manager, nurse, politician, psychiatrist, psychologist, public relations, religious leader, salesperson, social worker, sociologist, teacher, etc.

7) *Intrapersonal intelligence: "Self-smart"*. People who have this type of intelligence are aware of their own strengths and weaknesses. They understand what they feel and why they feel that way, therefore, they can self-regulate their own emotions. A self-smart person is someone who: a) likes to: work alone, do self-paced projects, have space, reflect, and b) works as: artist, counselor, essayist, explorer, judge, lawyer, philosopher, poet, psychiatrist, psychologist, theologian, writer; etc.

8) *Naturalistic intelligence: "Nature Smart"*. This is the intelligence that applies to those who can successfully classify individuals, species and ecological relationships. They also enjoy being around animals or just being outdoors. A nature-smart person is someone who: a) likes to: be involved with nature, make distinctions, and b) works as: animal trainer, archaeologist, astronomer, botanist, ecologist, farmer, fisher, geologist, hunter, meteorologist, oceanographer, photographer, scientist, veterinarian, zoologist, etc.

#### *Educational implications*

Relevant *educational implications* derive from Gardner's Multiple Intelligence Theory. According to Gardner (1983, 1993, 2000) many students' talents are not recognized because the school day favors those who are good at reading or writing. This situation makes it hard for many students to meet their educational needs. Consequently, Gardner's advice for teachers is to expand their definition of intelligence and incorporate the different types of intelligences in the planning of their lessons. This way, students get the opportunity to feel successful performing an activity in a way that is meaningful to

them. Furthermore, Gardner suggests that in order to enhance comprehension, the educator should increase the number of group projects, hands-on experiences, apprenticeships, etc. Moreover, students should be allowed to work on activities that really interest them; which will allow them to transfer this learning into real life situations. Perez Cañado, (2002: 90-91) addresses the pedagogical aspects that come from this theory:

The pedagogical practices which derive from this theory entail us, as Tanner (2001a: 40, 2001b: 57) puts it, addressing and appealing to all the intelligences by conveying a good range and balance of them over time. If these intelligence areas are systematically involved in language lessons, the benefits will be numerous, as Puchta and Rinvolutri (in press) stress. Students will feel more activated and drawn into language learning, something which will enhance their motivation, increase their interest, accentuate their otherwise hidden strengths, and augment their willingness to take risks and try out new thinking processes.

There are many curricular formats of Multiple Intelligence. Farris (2001: 73-75) offers the five formats outlined by Campbell (1997):

1) *Lesson Designs*. After selecting the content that is going to be taught, teachers should reflect about different types of activities. This implies that educators analyze the activities that students could carry out in order to master the particular learning outcome of the lesson. Then teachers present students with a variety of activities that involve the application of one or more intelligences. Thus, by offering students an array of choices, teachers are increasing the possibility for success.

2) *Interdisciplinary Curricula*. This involves the creation of different learning centers or stations. “To learn about photosynthesis, for example, students might act out the process at one station, read about it at another station, and at others, sing about photosynthesis, chart its processes, discuss plant and human life cycles, and finally,

reflect on events that have transformed their lives, just as chloroplasts transform the life cycle of plants” (Campbell, 1997: 14).

3) *Students’ Projects*. “Students’ projects allow for self-directed activities. This places responsibility on the students for initiating and managing complex projects over a period of time. This is best done with elementary and middle school students by setting goals with accompanying dates by which the goals need to be accomplished” (Farris, 2001: 74).

4) *Assessments*. This involves allowing students to demonstrate their mastery of a lesson by other means apart from pencil and paper. Hence, students can submit a drawing, lyrics, poems, games, etc.

5) *Apprenticeships*. These experiences are targeted to help students select a career path. Gardner suggests that students should go through three particular apprenticeships. 1) Science and social studies: where students can carry out activities such as making a rocket and flying it, using latitude and longitude to identify different climates, etc, 2) Art: where students can read different books and use them to create a variety of art forms, and 3) Physical discipline: where students can experience the benefits of exercising (Farris, 2001: 74). As a final comment to this subsection, we consider important to include here our personal inference made from the observations in the classroom context. We strongly believe that being involved in certain activities benefits students, not only by increasing their knowledge about the skills to be required in a particular career, but also by expanding their capability to understand a concept by putting theory into practice.

#### 2.3.2.2. Robert Sternberg’s Triarchic Theory of Intelligence and Educational Implications

Another major theory of intelligence is to be found in Sternberg’s Triarchic model where he seeks to bring out the positive aspects of the successful intelligence. According to Sternberg (1997: 280), we need a concept of intelligence that is broader than the conventional one. He believes that our world calls for a notion of intelligence that goes

further beyond the IQ measurement. Hence, he claims that what really matters is the combination of our analytical, creative, and practical skills; that is what he calls *Successful Intelligence*. This type of intelligence can be taught and improved through education. Therefore, Sternberg advocates for a way of teaching that fosters the development of the three components of successful intelligence. He states that enhancing this type of intelligence will be beneficial for students since this is the type of intelligence they are going to need in the real world.

Sternberg's productive career gives meaning to that old saying 'A teacher can make a difference'. During his primary school days, through fourth grade, Sternberg was not considered to be the 'brightest button'. On the contrary, he scored poorly in standardized IQ tests. It was in fourth grade when a teacher, Mrs. Alexa, became aware of his capabilities and decided to challenge him. Thanks to this teacher, Sternberg turned into a high achiever ultimately graduating *summa cum laude* and Phi Beta Kappa from Yale University. Dr. Sternberg expressed his gratitude to Mrs. Alexa by dedicating his book, *Successful Intelligence* (Plucker, 2007).

In 1985, Sternberg published the book *Beyond IQ: A triarquic vision of Intelligence* where he defined intelligence as the entire interaction of three fundamental factors: 1) analysis, 2) creativity, and 3) practice. Consequently, Sternberg's (1985: 45) definition of human intelligence is: "(a) mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one's life". Years later, in 1997, he published a new book, *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. Sternberg criticizes the accuracy of intelligence tests to determine success in life. Instead, he advocates that the main pillar, on which success in life stands, is the interaction of analysis, creativity and practical factors, which, as he previously stated in 1985, would be key components of intelligence. Ultimately, we could say that *Successful Intelligence* is the practical application of the 1985 theory.

Sternberg's *Triarchic Theory of Intelligence* consists of three main types of intelligences, namely *Analytical Intelligence*, *Creative Intelligence* and *Practical Intelligence*.

Firstly, Sternberg (1997: 191) refers to *analytic intelligence* as: "... al primer componente de la inteligencia exitosa, la cual vendría a implicar la dirección consciente de nuestros procesos mentales para encontrar una solución a un problema." Sternberg argues that analytical thinking is especially relevant in two key areas: A. *the solution of problems* and B. *decision making*. We can not forget to mention here that in this case we are not referring to the same kind of analytical intelligence measured in IQ tests, which, according to Sternberg (1997: 191): " solo miden una parte de la habilidad analítica, a saber, la porción más pertinente al rendimiento escolar."

A. With respect to *The Solution of Problems*, Sternberg proposes six steps to follow when solving a problem. These are:

1) *Understanding the Problem*. If we do not recognize that a problem exists little can be done to resolve it. As Sternberg (1997: 193) states: "Tenemos que dedicar mucho más tiempo a ayudar a los niños a reconocer las características de las situaciones problemáticas y no sólo a resolver problemas cuyo reconocimiento es obvio."

2) *Defining the Problem*. This is to know exactly what the problem we are concerned about is in order to be able to select the appropriate tools that will allow us to solve it. Sternberg (1997: 164) provides the example of a married couple who has a considerable number of fights as a result of the husband spending too much time bowling with his friends. The wife demands the husband to put an end to bowling. The husband gives in, but instead of staying home, he starts spending his time at bars. The wife gets mad again and the arguments persist. This couple continues having problems because they have not clearly defined the problem, 'time they need to be together'. In order to find a solution, they need to be willing to compromise. They must agree on the amount of time to be spent independently or away from each other (which could allow the husband

to feel like he can have ‘his time’) and the time together (which will satisfy both needs of being together).

3) *Strategizing*. Once we have identified the problem, we have to find out the best strategy to solve it. Sternberg (1997: 166) reviews a very common situation where people use the wrong strategy. He presents the case of a couple where one of the partners feels they are not close enough. Most frequently, people try to solve this problem by simply requesting the other person to be more loving. They often try to make the other person feel guilty for not giving back the same amount of affection they receive. This is a bad strategy. Paradoxically, a more effective process for achieving that purpose is to create distance. When the level of distance exceeds the limits that are convenient for the couple, they are forced to seek more privacy and to restore balance.

4) *Representing the Information*. This step deals with the implicit conceptions that we have with respect to a given situation; which may lead us to make a considerable number of errors. Sternberg (1997: 172) describes an experiment in which some men were given information about the characteristics of some women who they were going to meet. In most cases, the information provided on personality traits was false. It was observed that those people who had been given negative information about the other person tended to reflect this person (in a later analysis) as negative and vice versa for the case of positive information.

5) *Resource Allocation*. This has to do with the way we organize ourselves to be more productive and the things on which we decided to focus, as it has been explained in section 2.2.1.3.

6) *Control and Assessment*. In this last step, we have to review our goals and the strategies used. Also, we need to assess whether or not we attained the sought objective.

B. Regarding the second key area, *Decision Making*, Sternberg offers a set of optional models that we summarize as follows:

1) *Model of the Economic Man*. The idea of the “Homo Economicus” or “Economic Man” was originally perceived in the eighteenth century by authors such as Adam Smith (1723-1790) and David Ricardo (1772-1823) (Persky, 1995; Zabieglik, 2002). The model refers to a hypothetical person who has ideal understanding of an economy and has the capability to operate in his or her own interests to get the most out of profits. It implies that a person has to utilize all existing information, appraise it realistically and properly, and reach the most advantageous conclusion for himself or herself (Sternberg, 1997: 183).

2) *Theory of Utility Maximization*. In this case, we reflect on a situation. We evaluate the scale of positive and negative consequences and, if it appears that the positive is greater than the negative, we make that decision.

3) *Game Theory*.<sup>12</sup> According to Palacios (2000), “Game Theory” is basically a method that allows individuals to analyze conflictive situations and to find the best solution. This theory consists of different subcategories. One of them is the so-called “Prisoner’s Dilemma”, which is based on the famous Italian opera *Tosca*, by Giacomo Puccini (Sana Jatta, 2002: 2). Sternberg (1997: 184) refers to the example of two prisoners to explain this idea. It is the case in which two prisoners are faced with the prospect of testifying against each other, thus reducing their own sentence. The dilemma arises because if neither abandons the other, the police can sentence both on minor charges, and for this reason both would gain by not talking. According to Sternberg (1997:185) this situation can be answered in two ways: 1) Minimize the maximum loss. One of the prisoners chooses a selfish solution in which, for maximum benefit, he confesses to the detriment of another, and 2) Maximize the minimum gain. Sana Jatta (2002: 2) alludes to this second option with the name of “*tit-for-tat*”<sup>13</sup> where individuals

---

<sup>12</sup> **Game Theory:** theory designed to understand strategic choices, that is, to understand how people or organizations behave when they expect their actions to influence the behavior of others.

<http://www.wwnorton.com/college/econ/stec3/economics/glossary.htm#g>

<sup>13</sup> “Tip-for-tat”: an equivalent given in return (as for an injury): retaliation in kind.

<http://www.merriam-webster.com/dictionary/tit-for-tat>

begin to cooperate and then do what the other did. This one has been considered the most successful behavior. It is also called "*generous tit-for-tat*".

4) *Theory of Needs*. According to this theory, humans tend to choose what satisfies us the most at a given time. However, this situation could lead us to commit a lot of mistakes. Sternberg (1997: 187-8) explains how this process is not the best one to use when making a decision. The problem lies in the fact that, when making a decision based on our needs, we do not take into account the rest of the options. When making a decision, we need to evaluate all possible choices and select the one that will maximize our profits and minimize our losses. We have to make decisions in conditions that are as close as possible to ideal; where we have optimal information and no limitation of objectivity and rationality. This is to say that we make our decisions based on the needs we have at any given time, but it does not mean that choice will be the best option in the long run. Sternberg gets this idea from Abraham Maslow (1908-1970) who formulated the theory of the Hierarchy of Needs. It has been traditionally represented by a pyramid with five different sections (see figure number 2.6).<sup>14</sup> Each of these steps represents the needs of human beings in different periods of their life that could be summarized as: 1) Physiological needs: needs for water, oxygen, sleep, etc, 2) Safety needs: the search for stability, protection, development of the need for order, structure and limits, 3) Love needs: the need for friends, children, affectionate relationships in general, 4) Need for esteem: it has, in turn, its two components a) Low need for esteem: This phase will seek the respect of others, the glory, dignity, reputation, etc., and b) High need for esteem: This addresses the need of self-respect and includes feelings such as self confidence, competitiveness, independence, freedom, and 5) Self-actualization: At this stage the aim is to be the best in all of our qualities, "be the very best we can possibly become" (Boeree, 2004; McBrewster, Miller and Vandome, 2009)

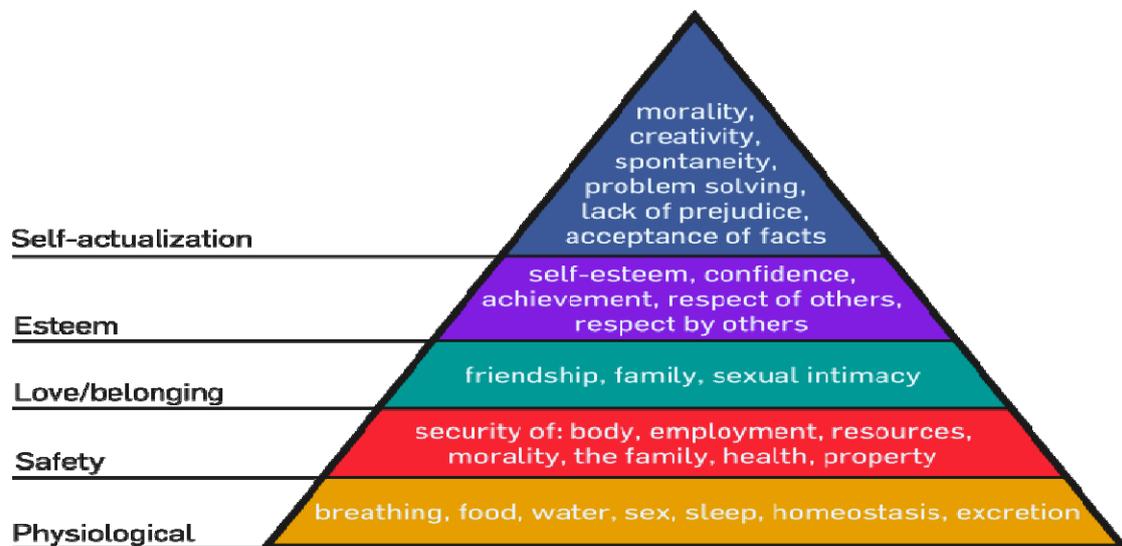
Secondly, according to Sternberg (1985, 1997), *Creative Intelligence* deals with two main things: 1) The capability to cope with novelty: this describes people's level of

---

<sup>14</sup> The image was taken from: Abraham Maslow's hierarchy of needs.  
[http://en.wikipedia.org/wiki/File:Maslow%27s\\_Hierarchy\\_of\\_Needs.svg](http://en.wikipedia.org/wiki/File:Maslow%27s_Hierarchy_of_Needs.svg)

efficacy while handling new situations, and 2) Automatization: this describes an individual's capability to deal with familiar situations effortless and automatically. Creative intelligence accentuates insight and the facility to devise innovative solutions. Creative intelligence is called upon when we: a) Create: Ex. A story, a game, a song, etc., b) Design: Ex. A new way of ruling the class / the world, etc., c) Invent: Ex. A new machine, etc., d) Imagine or suppose something: Ex. How would it be to live on another planet? How would it be living in a world with no more schools?, etc. An instructional environment which fosters the development of this type of intelligence would allow students to: I. Redefine problems and find the most appropriate solution for them, generate creative ideas that are meaningful to them, II. Attain self-efficacy, III. Develop a sense of perseverance towards achieving a goal, and IV. Accept ambiguity.

**Figure number 2. 6. Maslow's Classification of Needs**



Thirdly, Sternberg (1985: 45) considers that *Practical Intelligence* “deals with the mental activity involved in attaining fit to context.” The three processes involved in this type of intelligence that individuals use in order to secure the best adjustment to the

environment are: 1) Adaptation: It happens when people make a change within themselves in order to more efficiently adjust to our pertinent environment. For example, when it gets hot, people tend to wear light clothes to stay cooler, 2) Shaping: This occurs when, instead of changing ourselves, we change our surrounding so it can more efficiently adjust to our needs. This is the case when a mother imposes a new set of rules to her children in order for them to become successful at school, and 3) Selection: It involves the adoption of a new alternate environment to ensure the fulfillment of desired goals. It is illustrated when a person moves from one country to another to find a better life. Practical intelligence allows people to overcome and adjust to the characteristics of a particular environment. Persons who have a high level of practical intelligence know how to maximize their strengths and compensate for their weaknesses. Also, they easily identify the key elements that will lead them to be successful on various tasks. Furthermore, a high level of this intelligence makes individuals capable of molding their environment so that they can achieve a variety of goals. Practical intelligence is evoked when we: a) Use: Ex. Put into practice what we have learned about percentages when we go shopping to a retail store, b) Apply: Ex. Learn a new language and we travel to the country where that language is the L1, c) Implement: Ex. Put a plan or system into operation, d) Employ: Ex. Use graphic organizers, and e) Contextualize: Ex. Interpret the meaning of irony, metaphors, etc. An instructional environment which fosters the development of this type of intelligence would allow students to: I. Put into practice what they have learned and II. Make connections between hypothetical situations and real life problems.

### *Educational Implications*

Finally, interesting *educational implications* can be drawn from Sternberg's Triarchic Theory. Grigorenko and Sternberg (2002) report the improvement in achievement and thinking skills of three different groups that were instructed following an intervention program derived from this psychological theory of intelligence. The experience was carried out with a total of 1,300 students (mainly from low-income homes) attending middle school and high school. There were three different studies:

Study 1 (Teachers and fifth grade students, a four month program based on six books from a standard reading scheme), Study 2 (Teachers and seventh grade students, a six week summer school reading program based on two books), and Study 3 (Teachers and students from grades ten to twelve, daily lessons across a number of subjects). In all three cases, the groups were compared with control groups. In the control groups, students were taught using conventional (memory-based) instruction. Conversely, in the experimental groups, students were taught following what the authors referred to as ‘triarchic’ (analytical, practical and creative) instruction. The final results proved that those students taught using a triarchic method experienced an improvement in their achievement and thinking skills as compared with the control groups. In other words, the experimental group significantly outperformed the control group (Grigorenko and Sternberg 2002: 5). The implementation of a psychological theory in the school environment was proven to be a success. There were many advantages to the integration of this theory into the school curriculum: 1) It did not require a great deal of teacher training, 2) Students could be put into practice without buying new textbooks, and 3) Students, who were taught using this psychological theory, reported greater performance levels than those instructed with more traditional methods (Grigorenko and Sternberg, 2002: 1).

As a complement to the above theoretical principles, we offer below a summary of some of the procedures that were proposed for instructing, following a triarchic approach (Grigorenko and Sternberg, 2002: 2-5):

*1. General outline:* Typically, triarchic instruction involves a specific four-part lesson structure:

1. Introduction - the teacher establishes ties between the concepts to be taught with previously acquired knowledge and encourages students to discuss them.
2. Reading - a period of reading, either silently or aloud, a section from a textbook that covers the main concepts to be taught.
3. Vocabulary - several activities are offered covering the following targets:

- identifying new words;
- teaching the meaning of the new words;
- reviewing newly acquired words and their meaning; and
- applying the newly acquired knowledge.

The activities are either individual or group exercises, focusing on analytical, creative or practical skills.

4. Comprehension - individual or group comprehension activities focused on the main concepts and using analytical, creative or practical skills.

## 2. Developing Analytical, Creative and Practical Skills:

2.1. Developing analytical skills: Analyze and solve problems in collaboration with others, or to evaluate opportunities and make choices.

For example: *Each group to make a portrait of a given character using their own understanding of the character based on details supplied in the story - what the words tell them about the character etc.*

2.2. Developing creative thinking: students invent, explore, discover and imagine, by asking them challenging questions to which there were no 'correct' answers.

For example: *How can you get the pot of gold at the end of a rainbow?*

2.3. Practical exercises: Students were asked to apply their knowledge to an everyday problem, or to think of practical applications of what they had read.

For example: *In the story the children have read, the characters prepare for a major event. The students are asked to put themselves in the role of the main character and to describe what they would do to prepare for a big family relocation.*

### 3. Assessment:

3.1. Analytical skills: The pupils were given a passage to read about Alan Stocker's paintings. Analytical vocabulary skills were assessed by asking students to identify the most likely meaning of the word intricate: *Intricate most likely means a) entangled b) simple c) invisible d) rational*

Analytical comprehension skills were assessed by asking students to:

*Compare and contrast the distinct features of Stocker's paintings with the distinct features of any other painter you know.*

3.2. Creative skills: The pupils were given a passage to read about human cells. Creative vocabulary skills were assessed by asking students to:

*Think of and write a sentence with the word senescent in it. (Modified sentences from the paragraph above are not acceptable).*

Creative comprehension skills were assessed by asking students to:

*Suppose that based on the experiments described above, a drug company develops a medication that prevents ageing. This company hires you to develop an ad two or three sentences long to go along with a picture of the container of the drug. What would you write?*

3.3. Practical skills: The pupils were given a passage to read about the globe. Practical vocabulary skills were assessed by asking students:

*If you take off from Europe and keep going east, you start going west when you cross a) the equator b) the Greenwich meridian c) the longitude d) never*

Practical comprehension skills were assessed by asking students:

*Suppose you move 40° eastward, but stay at the same latitude where you are now. What will be the most apparent difference between the two locations - that is, a difference that will force you to change your daily schedule?*

### 2.3.2.3. Daniel Goleman's Emotional Intelligence Theory and Educational Implications

In 1995, Daniel Goleman popularized the term *Emotional Intelligence*. Nevertheless, the concept of *EI* did not start or finish with Goleman. As Zeng and Miller, (2001: 38) put it, interest in understanding how our *EI* works has gone further beyond the walls of social psychology. Thus, it has lately caught the attention of Industrial/Organizational Psychology (see Johnson and Indvik, 1999; Bachman and Sitarenios, 2000; Newsome and Catano, 2000; Ashkanasy, 2001; Barrett, 2001; Cho, 2001; Finlinson, Haeggberg and Hanley, 2001; Janovics and Christianson, 2001; Page, 2001; Zeng and Miller, 2002).

Although it was Goleman who made this term widely popular, he was not the creator of this theory. We could trace the origins of *EI* as far back as Charles Darwin, (1872). Using his theory of evolution, Darwin attempted to clarify questions about human psychology. By drawing inferences from different surveys, photographs of actors, and observations of particular situations (happy – parties, celebrations, etc. – and sad – funerals, diseases, etc.-), he endeavored to understand how humans express their feelings and emotions. He published his findings in 1872 in his book *The Expression of Emotions in Man and Animals* (Darwin and Wilson, 2005). *E. L. Thorndike* (1920), in his article “Intelligence and Its Uses”, pioneered the use of the term *social intelligence* to characterize the ability to understand and manage other people (Moore and Casa de Calvo, 2007: 31-37). David Wechsler (1940) hypothesized that it was the interaction of intellectual factors (such as thinking ability, imagination, understanding, memory, etc.) and non-intellectual factors (such as interest, enthusiasm, age, personality, etc.) that determines human intelligence. Later, in 1944, he would define intelligence as: “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment (Wechsler, 1944: 3)” (Wechsler, 1940, 1944; Fancher, 1985; Edwards, 1994; Plucker, 2007). Hardly a decade later, *Leuner* (1966) was the first author to use the term *Emotional Intelligence* in an article that was published in the German journal *Praxis der Kinderpsychologie und Kinderpsychiatrie*. The title is translated into English as “Emotional Intelligence and

Emancipation”. Leuner argued that the main reason women who reject their social roles lies is that they were separated at an early age from their mothers. He hypothesized that they were suffering from low levels of “Emotional Intelligence,” and this disease could be treated by taking LSD (Matthews, Zeidner, Roberts, 2003: 10).

Apart from *Howard Gardner (1983)* whose *Theory of Multiple Intelligence* has already been explained (see section 2.3.2.1), *Wayne Payne (1985)* is acknowledged as the first author to mention the word “Emotional Intelligence” in an English treatise. In his doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence*, Wayne describes and provides a model to develop Emotional Intelligence.<sup>15</sup> “In something of a visionary statement, Payne advocated the fostering of EI in school by liberating emotional experience through therapy” (Matthews, Zeidner and Roberts, 2003: 10). *Stanley Greenspan (1981)* created a program of socio-emotional development called *Developmental Individual Difference Relationship Model (DIR Model)* which targets children who experience difficulty relating and communicating with others (Holman, 2006). But it was *Salovey and Mayer’s (1990)* article “Emotional Intelligence” which is considered to be the first formal theory of emotional intelligence.

---

<sup>15</sup> **A STUDY OF EMOTION: DEVELOPING EMOTIONAL INTELLIGENCE:**

Author: Wayne Leon Payne. Degree: PH.D.

Year: 1985

Institution: THE UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES; 0557

Source: DAI, 47, no. 01A, (1985): 0203

**Abstract:** This paper introduces the concept of emotional intelligence, a faculty of consciousness heretofore overlooked. A rigorous theoretical and philosophical framework is developed to throw light on the nature and characteristics of emotion and emotional intelligence and to enable us to explore how one actually goes about developing emotional intelligence--in self and, by way of education, in others. Evidence is presented that the mass suppression of emotion throughout the civilized world has stifled our growth emotionally, leading us down a path of emotional ignorance. Indeed, many of the problems facing society today are the direct result of emotional ignorance: depression, addiction, illness, religious conflict, violence and war. Perhaps we humans have tried too hard to "civilize" ourselves, trying to deny our true animal nature--our emotional nature--along the way. Whatever our motivation, however, we have not done this out of any inherent evil nature. We've done this because we have had the wrong idea altogether about the nature of emotion and the important function it serves in our lives. This work is intended to be a prototype of a guidebook on developing emotional intelligence. It offers guidance in three ways: (1) by raising important issues and questions about emotion; (2) by providing a language and framework to enable us to examine and talk about the issues and questions raised; and (3) by providing concepts, methods and tools for developing emotional intelligence.<<http://www.eqj.org/payne.htm>>

This article presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. We start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. We then explore the literature on intelligence, and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, we review the components of emotional intelligence. To conclude the review, the role of emotional intelligence in mental health is discussed and avenues for further investigation are suggested (Salovey and Mayer 1990: 185).

In 1995 Daniel Goleman published his best seller *Emotional Intelligence: Why It Can Matter More Than IQ*, which came to popularize the term *Emotional Intelligence (EI)*. In fundamental agreement with Gardner's view of intelligence, Goleman argues that intelligence goes further beyond the results that we obtain through traditional IQ tests. According to Bradberry and Greaves (2009), emotionally intelligent people have the capability, or self-perceived ability, to control their own emotions and those of others. These people would be at the extreme opposite of those who suffer from alexithymia.<sup>16</sup> Thus, Goleman rejects the idea of defining intelligent human behavior by merely accounting on intellectual factors. On the contrary, he acknowledges the existence of Emotional Intelligence as being one of the best predictors for success. Goleman (1995: 34) defines EI as: "abilities such as being able to motivate one-self and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." He would expand his ideas in following publications where he focused on:

---

<sup>16</sup> **Alexithymia.** Pronunciation (ă-lek-si-thī'mē-ă). Difficulty in recognizing and describing one's emotions, defining them instead in terms of somatic sensations or behavioral reactions.

<http://dictionary.webmd.com/terms/alexithymia>

1) “Career success” in *Working with Emotional Intelligence* (1998) is where Goleman analyzes executives in 500 corporations. He concludes that what predicts people’s success is not the score obtained in a traditional IQ test (which presents a positive correlation between 4% and 25%), but their EI – the mastery of self-awareness, self-regulation, motivation, etc. that determine how people control their emotions, interact and relate to others –.

2) “Leadership” in *Primal Leadership* (2001). Goleman, while working with Boyatzis, Richard E. and McKee, Annie (coauthors of the book), analyzes the different EI of 3,870 executives. They distinguish different styles of leadership: a) “Visionary”, b) “Coaching”, c) “Affiliative”, d) “Democratic”, e) “Pace-setting”, and f) “Commanding”. According to their investigations, most successful leaders switch frequently among styles ‘a’ through ‘d’ and avoid recurrent use of ‘e’ and ‘f’ styles. These researchers concluded that most successful leaders are living proof of the advice provided by Goleman and al. in order to develop EI. Thus, emotionally intelligent executives display high levels of command at: a) openness to a continuous learning process, b) internal motivation, c) dealing with new situations, and d) creating healthy relationships that provide support and facilitate growth.

3) “Positive effects of human relationships” is in *Social Intelligence: The New Science of Human Relationships* (2006). In this book, Goleman uses social neuroscience findings such as the positive effects that come with social interaction to advocate for the creation of a new social model of intelligence.

#### 2.3.2.4. Emotional Intelligence models and Educational Implications

The different perspectives about the definition and extension of EI have led to the creation of three different models of EI:

1. *Ability Emotional Intelligence models: Mayer and Salovey.(1990)*

Salovey and Mayer announced their definition of EI in 1990. Nonetheless, they still continue their search for the understanding of *EI* (Salovey and Mayer, 1990; Mayer and Salovey, 1993, 1995, 1997; Mayer, Caruso and Salovey, 1999; Salovey et al. 1995; Mayer and Geher, 1996; Mayer and Mitchell, 1998; Mayer and Beltz, 1998; Mayer, 1999, 2006; Mayer and Ciarrochi, 2006; Ciarrochi and Mayer, 2007; Ivcevic and Mayer, 2007; Mayer, Barsade and Roberts, 2008; Mayer, Salovey and Caruso, 2008). Taking into account these references, we can summarize the main ideas of their *EI* model as follows:

EI is the combination of two factors: 1) The capability to reason with emotions, and 2) The ability of emotions to improve thought. Thus, the model advocates that people possess: a) a different ability to process emotional data, and b) a different capability to make connections between emotions and cognition. Consequently, they refer to this perception of EI as an ability model of EI. They regard emotions as practical supplies of information that aid the human mind in the task of understanding, adjusting and functioning as part of a society. This model defends the existence of four different types of EI abilities:

*A) Perceiving and Identifying Emotions.* This refers to an individuals' capability to understand one's and other's emotions. People with this ability can make meaning of body language, voices, pictures, etc. This is one of the key abilities of EI since it allows the comprehension and processing of the rest of the emotional information.

*B) Using Emotions to Facilitate Thinking.* It is the ability to take control of emotions in order to best perform at the specific task at hand. People who possess this ability are capable of making the most out of their own emotions in order to ease the use of the pertinent cognitive capabilities that may be required at any particular time.

*C) Understanding Emotions.* It is the ability that allows individuals to understand emotion language (how one expresses emotions) as well as recognizing the value of complex interactions among emotions.

*D) Managing Emotions.* It is the ability that makes it possible for individuals to control emotions in themselves and in others, even negative ones, in order to attain specific goals.

## 2. *Mixed models of EI*

Mayer, Salovey and Caruso (2000) in their article “Models of Emotional Intelligence,” describe as *mixed models of EI* those models which, while attempting to define EI, combine emotional intelligence qualities with other personality traits unrelated to their emotion or intelligence.

Goleman’s *The Emotional Competencies Model* (1995) is considered a mixed model of EI. Matthews, Zeidner and Roberts (2003: 11) explain why Goleman’s model is recalled as a ‘mixed model’ of EI: “Goleman’s conceptualization of EI rests on other aspects of what is known today of cognition, personality, motivation, emotions, neurobiology and intelligence [...] For this reason, some commentators refer to it as a ‘mixed model’ of EI, in that it captures diverse psychological phenomena that embody both cognitive and non-cognitive processes (see Mayer, Caruso et al., 2000).”

The model describes EI as the outcome of a broad assortment of capabilities and talents that propel leadership performance. Goleman argues the existence of four main *EI* constructs: (Goleman, 1995, 1998; Bradberry and Greaves, 2009).

*A) Self-awareness.* It refers to people’s capability to recognize and understand things about ourselves such as weaknesses and strengths, set of values, beliefs, etc. Doty (2001: 5) advocates that people who possess self-awareness have better ability to recognize and name own emotions, better ability to understand the causes for feelings, better ability to distinguish between feelings, and better ability for developing empathy for others.

*B) Self-management.* It describes people's capability for managing their own emotions. It requires the ability to adjust to changing situations and to make the most out of them. It demands the mastery of various skills such as: time management, self-evaluation (ex. Reflect about personal experiences and how they affect us emotionally and physically), self-awareness, planning and monitoring (ex. Set goals and evaluate the effectiveness of the strategies that are being used given our progress), flexibility (ex. Adjust to the needs of a particular situation) and self-Appraisal (ex. 'Value' our actions, qualities, etc).

*C) Social awareness.* It is the ability to understand the different situations/problems that a community or an entire society may be experiencing at a particular point in time. It implies that people have an understanding about other individuals' needs (ex. the old and infirm, those without a job, the ones with disabilities, etc.) and are willing to help improve the situation. Also, it requires the understanding of social networks<sup>17</sup>.

*D) Relationship management.* It describes human capability to motivate, guide and influence others. It also implies a capability to solve conflicts (among different individuals).

*Reuven Bar-On model of Emotional-Social Intelligence (ESI) (1997)* is also considered a mixed model. Petrides and Furnham (2001) believe this model comprises variables other than cognitive abilities, and it is linked to personality factors. Bar-On (2005: 3) states that the sources of inspiration for the model were: 1) Darwin's work on the importance of emotional expression for survival and adaptation (1872/1965), 2) Thorndike's description of social intelligence and its importance for human performance

---

<sup>17</sup> **Social Network** . The personal or professional set of relationships between individuals. Social networks represent both a collection of ties between people and the strength of those ties. Often used as a measure of social "connectedness", recognizing social networks assists in determining how information moves throughout groups, and how trust can be established and fostered.

[http://www.parliament.vic.gov.au/SARC/E-Democracy/Final\\_Report/Glossary.htm](http://www.parliament.vic.gov.au/SARC/E-Democracy/Final_Report/Glossary.htm)

(1920), 3) Wechsler's observations related to the impact of non-cognitive and cognitive factors on what he referred to as "intelligent behavior" (1940, 1943), and 4) Sifneos' description of alexithymia (1967) on the pathological end of the ESI continuum in addition to Appelbaum's conceptualization of psychological mindedness (1973) on the eupsychic end of this continuum. Bar-On perceives *EI* as the human capability that allows us to: a) understand ourselves and others, b) have positive relations with others, and c) become accustomed to and handle new situations in such a way that we can achieve the desired success. Bar-On has an incremental view of *EI*. Thus, he defends the premise that people can increase their *EI* through the implementation of the proper activities, techniques, programs, training, therapy, etc. According to Bar-On, there is a positive correlation between EQ score and success. Consequently, Bar-On hypothesizes that people with high EQ scores have a greater capability to handle environmental demands and pressures. On the contrary, low EQ scores can indicate a lack of success and the presence of emotional problems. In fundamental agreement with remarkable authors (see Gardner, 1983; Goleman, 1995; Mayer and Salovey, 1990; etc), Bar-On rejects the idea of intelligence being defined merely by cognitive factors. Furthermore, Bar-On posits that an individual's intelligence is the resulting combination of 'emotional intelligence' and 'cognitive intelligence' (Zeng and Miller, 2001).

### *3. Trait EI model: Petrides and Furnham (2001)*

In 2001, Petrides and Furnham proposed a new model of EI; the *Trait EI model* which is also called *Trait Emotional Self-efficacy*. This model describes what an individual thinks his/her emotional capabilities are (Petrides et al., 2000, 2001, 2003, 2004, 2006, 2007). Mavroveli et al. (2009: 259-260) describe this model as follows:

Trait emotional intelligence (trait EI or trait emotional self-efficacy) refers to emotion related self-perceptions and behavioral dispositions relating to the perception,

processing, and utilization of emotion-laden information. It is conceptually distinct from ability EI (see Malterer, Glass and Newman, 2008; Petrides and Furnham, 2000, 2003; Petrides, Furnham and Mavroveli, 2007; Smith, Heaven and Ciarrochi, 2008), which concerns actual emotion-related abilities and should be measured through maximum performance tests similar to those used for the measurement of psychometric intelligence. However, measurement problems in the scoring of ability EI tests limit the validity of this construct (Brody, 2004; Freudenthaler and Neubauer, 2005, 2007). The distinction between ability and trait EI is important for both theoretical and practical reasons. Theoretically, it is important because different measurement approaches will almost certainly produce different results, even if the underlying conceptual model is one and the same. Measurement is a core component of construct operationalization and cannot be severed from the theoretical nature of a construct. Practically, the distinction is important because the efficacy of interventions seeking to enhance ‘emotional intelligence,’ ‘emotional literacy,’ ‘emotional skills,’ etc. cannot be evaluated by means of ‘ability-based’ tests that are not amenable to veridical scoring and should not be evaluated by means of self-report questionnaires that assess self-perceptions.

### *Educational Implications*

Goleman (2009) recounts the positive effects of the implementation of EI in the school environment. Thus, he goes back to 1995 when he advocated the inclusion of socio emotional development objectives in education by hypothesizing it would foster children’s cognitive development while aiding to reduce school violence. This theory was scientifically proven by Roger Weissberg whose meta-analysis study of 668 of SEL programs revealed that there is a positive correlation between children EI and their scholastic achievement.

The data show that SEL programs yielded a strong benefit in academic accomplishment, as demonstrated in achievement test results and grade-point averages. In participating schools, up to 50 percent of children showed improved achievement scores and up to 38 percent improved their grade-point averages. SEL programs also made schools safer: incidents of misbehavior dropped by an average of 28 percent; suspensions

by 44 percent; and other disciplinary actions by 27 percent. At the same time, attendance rates rose, while 63 percent of students demonstrated significantly more positive behavior. In the world of social science research, these remarkable results for any program promoting behavioral change, SEL had delivered on its promise.<sup>18</sup>

Furthermore, Goleman (2009) argues that the work of Mark Greenberg has proven his theory of SEL as the developing method of children's function of the prefrontal cortex; which allows the proper functioning of working memory as well as controlling troublesome emotional impulses: "[...] much of the increased learning can be attributed to improvements in attention and working memory, key functions of the prefrontal cortex. This strongly suggests that neuroplasticity, the shaping of the brain through repeated experience, plays a key role in the benefits from SEL."<sup>19</sup> Therefore, the academic achievements derived from the implementation of the program for elementary school students were reported to have improved significantly.

Finally, Goleman (2009) states these positive outcomes have led the state of Illinois to include SEL as part of their learning objectives (Kindergarten through high school). Other countries implementing SEL as part of their curriculum are Singapore, Malaysia, Hong Kong, Japan, Korea, U.K., Australia, New Zealand, etc.

## 2.4. CONCLUSION

This second theoretical chapter has enabled us to continue providing the rational that has spurred us to create our writing lessons.

---

<sup>18</sup> In Goleman, Daniel (2009). "Emotional Intelligence."  
<http://www.danielgoleman.info/blog/topics/emotional-intelligence/>

<sup>19</sup> In Goleman, Daniel (2009). "Emotional Intelligence."  
<http://www.danielgoleman.info/blog/topics/emotional-intelligence/>

We have bound this chapter with the previous one by continuing with the arduous task of understanding and appreciating intelligence. We presented the findings of Gardner and Sternberg who believe the nature of intelligence revolves around three main views: 1) Intelligence as a characteristic of species, 2) Intelligence as an individual difference; origin and development, and 3) Intelligence as the appropriate performance of a certain task; interrelation between intelligence and success.

Next, we addressed the old debate of nature versus nurture of intelligence. Within this section, we have first presented the most outstanding findings of those researchers who believe that intelligence is inherited and cannot be modified. Thus, we scrutinized the ideas of authors ranging from: 1) Sir Francis Galton, who encouraged the “smarter people” to have children and the “feeble minded” to chastity; which we now recognize as eugenics, 2) Paul Broca, who believed there was a strong relationship between intelligence and racial characteristics such as brains and skin pigmentation, 3) Richard Louis Dugdale, whose famous research tracing the genealogy of a family he named the “Jukes” served him to theorize that people inherit good and bad traits, 4) Henry Goddard, who in the same line of Louis Dugdale, studied the lineage of a family he named “The Kallikak Family” where he highlighted the difference in the lives of the legitimate and illegitimate children of a man, 5) Lewis M. Terman, who stated that cultural background was a clear determiner of intelligence and believed that human race could be improved by controlled selective breeding, 6) Karl Pearson, who developed the concept of eugenics, 7) Cyril Burt, who compared two groups of high school students based on their ability to make a drawing using a mirror and concluded that their performance level was arbitrated by their social class, and 8) Herrnstein and Murray whose polemic book, *The Bell Curve*, accounted for the difference in intelligence among different races. Secondly, we introduced the views of those researchers who believe that intelligence can be expanded upon. We initially adduced to two highly acclaimed intelligence enrichment programs: 1) Intelligence Project at Harvard, also known as the *Odyssey Project*, and 2) *Feuerstein’s Instrumental Enrichment Program (FIE)*. We continued our discussion by exhibiting the main ideas behind the most celebrated methodologies that promote higher-order thinking and emotional skills; namely Bloom’s Taxonomy and Kagan’s Cooperative Strategies.

---

The activities and strategies recommended by these two authors have been extensively applied in the design of our writing lessons.

We continued rationalizing our interest in the perception of intelligence by adducing to the Implicit Theories of Intelligence of teachers and students. This allowed us to reinstate the significant correlation between perception of intelligence and school performance. This section is of paramount importance to us since our personal approach to education as *Incremental Theories* has instigated us to the composition of the writing lessons.

Finally, we have addressed the most updated Explicit Theories of Intelligence that have been successfully applied in the classroom: 1) Howard Gardner's Multiple Intelligence, 2) Robert Sternberg's Triarchic Theory of Intelligence, and 3) Daniel Goleman's Emotional Theory of Intelligence.



*Chapter 3:  
English  
Language  
Learners (ELLs)  
in  
The  
United States*

### 3. 1. INTRODUCTION

In the beginning was the Word. And the Word was made flesh. It was so in the beginning and it is so today. The language, the Word, carries within it the history, the culture, the traditions, the very life of a people, the flesh. Language is people. We cannot even conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other. Sabine Ulibarri (in Crawford 2004: XIII).

We present chapter number three with the intention of describing the circumstances that affect the proficiency of English Language Learners (ELLs). Hence, we shall include in this chapter a summarized chronological overview of the latest findings of remarkable authors who have studied the evolution of bilingualism in the United States. Furthermore, we shall describe the most current research-based strategies and programs that best serve the needs of ELLs, as stipulated by the No Child Left Behind Act of 2001. Therefore, our subsequent scrutiny of the characteristics that surround this type of students would support the need for the design of a writing program that allows ELLs to master the essential writing skills in order to facilitate the writing process.

Before looking at the above issues, it is worth mentioning that in our study we shall focus on English language learners (ELLs) in the United States. Crawford (2004: XXI) reviews the different terms that have been used to refer to this type of students: 1) LEP (Limited English Proficient) students "... [this term] has fallen into disfavor in recent years. Rather than recognizing children for what they have – valuable skills in languages other than English- it defines them on the basis of what they lack." (Crawford, 2004: XXI), 2) SPOLs (Speakers of Other Languages), 3) PHLOTEs (Primary Home Language Speakers of other than English), 4) PEP (Potentially English Proficiency), and

5) ELL (English Language Learners) students – which is the term most currently used by scholars and, therefore, the one that we shall use to describe our students –.

In American schools, students are placed in different programs according to their needs. In the district where this study took place, most teachers refer to students as either ESL students or Bilingual students in spite of the program in which they are placed. Many authors have studied the characteristics that describe this type of students (Cummins, Chamot, Kessler, O'Malley, Fillmore, 2000, 2001; Brisk, 2006; Yearwood, 2008; Brandt, 2009; Curtin, 2009; Neves, 2009 among others). The difference between ESL students and Bilingual students is given by their language background. The former are students who may have different language backgrounds or who may have mastered English enough as to be placed in a mainstream classroom where all the subjects are being taught in English. In most cases, the home room teacher does not speak the language of the ESL students. These students may receive services from the ESL specialized teachers who are most frequently targeted to help the students acquire English vocabulary and improve their reading/writing skills in English. In the case of the bilingual students, all students have the same language background. Instruction is delivered in both languages (students' L1 and English). The teacher is proficient in both languages. The main idea of this program is to instruct students using their first language in order to help them acquire the needed language development that will allow them to become proficient in a second language. Depending on the type of bilingual program, students will receive more or less hours of instruction in English. The placement of students, in an ESL or Bilingual program, will be determined by a set of tests administered by the specialized ESL teachers. As Brisk and Harrington (2007: 1) point out:

Teaching literacy to bilingual students requires an understanding of such individuals and the many variables that will affect their performance. Bilinguals function with two or more languages and negotiate more than one culture. Regardless of the

language they are using at any time and how well they know it, bilinguals are still influenced by the knowledge of other languages as well as by their cross-cultural experiences.

## 3. 2. HISTORICAL PERSPECTIVES

### 3.2.1. Language Diversity in the USA

The United States is a nation that has been built by immigrants, both past and present, who have come from many different places. Although the first documented immigrant to pass through Ellis Island, Annie Moore<sup>1</sup>, was from Ireland, people residing in the United States come from all over the world. Immigrants coming to the United States at the very beginning of the 20<sup>th</sup> century were mainly from Europe. This is not the case today. “Immigrants today are more likely to be non-European in origin. The 1965 amendment to the Immigration and Nationality Act (Hart-Celler Act, PL 89-236) has resulted in more than 85% of all immigrants today coming from Asia and Latin America (Center for Immigration Studies, 2007)” (Curtin, 2009: 5-6). This diversity justifies why the USA is attributed the term, coined by the British-Jewish author Israel Zangwill, a ‘melting pot’<sup>2</sup>. One of the attempts to represent this diversity first took place on July 4<sup>th</sup>,

---

<sup>1</sup> **Annie Moore:** For many Irish Americans, the month of March is an opportunity to celebrate their Irish family heritage. From 1820 to 1920, more than 4 million people left their native shores of Ireland bound for the Port of New York and a new life in America. When Ellis Island officially opened on January 1, 1892, the first passenger registered through the now world-famous immigration station was a young Irish girl named Annie Moore. Just 14-years old and traveling with her two younger brothers, Anthony (11) and Phillip (7), Annie departed from Queenstown (County Cork, Ireland) on December 20, 1891 aboard the S.S. Nevada, one of 148 steerage passengers. The trio would spend 12 days at sea (including Christmas Day), arriving in New York on Thursday evening, December 31. They were processed through Ellis Island the following morning, New Year's Day and also Annie's 15th birthday. All three children were soon reunited with their parents who were already living in New York. Today Annie is honored by two statues — one at her port of departure (Cobh, formerly Queenstown) and the other at Ellis Island, her port of arrival. Her image will forever represent the millions who passed through Ellis Island in pursuit of the American dream. [http://www.ellisland.org/genealogy/Annie\\_Moore.asp](http://www.ellisland.org/genealogy/Annie_Moore.asp)

<sup>2</sup> **Melting Pot:** The term melting pot refers to the idea that societies formed by immigrant cultures, religions, and ethnic groups, will produce new hybrid social and cultural forms. The notion comes from the pot in which metals are melted at great heat, melding together into new compound, with great strength and

1776, when the committee congress, represented by John Adams, Benjamin Franklin, and Thomas Jefferson proposed using the phrase *E Pluribus Unum*, which is Latin for “Out of many, one”, as a motto for the first Great Seal of the United States. In 1795 it started to be used on U.S. coinage. It first appeared on the back of the half-eagle (5\$gold). Although this motto was first considered the national motto, in 1956, President Dwight D. Eisenhower approved a joint resolution declaring *In God We Trust* the national motto of the United States. Today, it is present on all U.S. coins currently being manufactured. The original intention of this motto was to represent the American determination to build a single nation from a collection of states. Nevertheless, it has also been used to represent the idea of America’s endeavor to create a unified nation that respects and acknowledges the diversity resulting from people with many different backgrounds and beliefs (Sela-Smith and Keyes, 2004; Curtin, 2009: 5-6; Kirby and McDonald, 2009 among others).

Regarding the language, many efforts have been made to declare English the official language of the United States of America. One of the most famous attempts took place in 1981. Republican Senator of California, S.I. Hayakawa, introduced the English Language Amendment (S.J. Res. 72) into the US Congress, proposing English as the official language of the United States. Later on, in 1983, urged by an increasing concern about language barriers problems, Hayakawa founded the U.S. English movement. In the same line of the amendment he previously proposed, he advocated that bilingualism could never have positive effects in the development of a country. In the following years, and in spite of the fact that the amendment never became official, many states adopted English as their official language (Ricento, 1996; Feder, 2007).

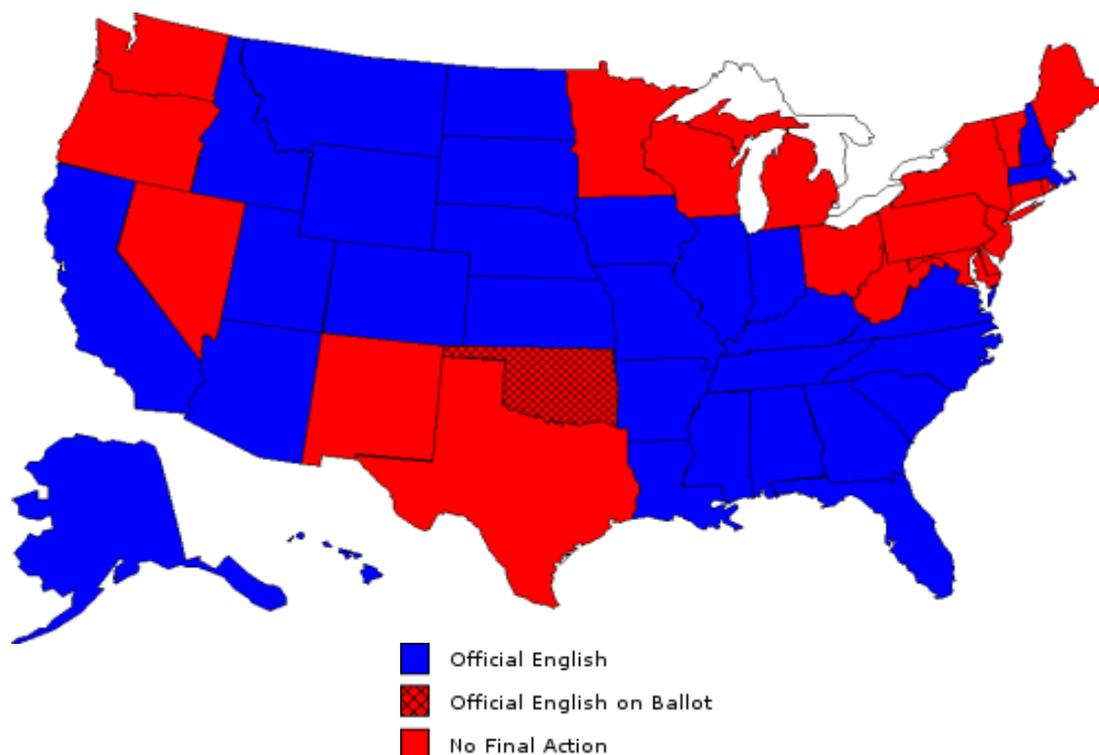
---

other combined advantages. In comparison with **assimilation**, it implies the ability of new or subordinate groups to affect the values of the dominant group. Sometimes it is referred to as amalgamation, in the opposition to both assimilation and **pluralism**.

Although the term melting pot may be applied to many countries in the world, such as Brazil, Bangladesh or even France, mostly referring to increased level of mixed race and culture, it is predominantly used with reference to USA and creation of the American nation, as a distinct “new breed of people” amalgamated from many various groups of immigrants. As such it is closely linked to the process of **Americanisation**. The theory of melting pot has been criticised both as unrealistic and racist, because it focused on the Western heritage and excluded non-European immigrants. Also, despite its proclaimed “melting” character its results have been assimilationist. <http://www.tolerance.cz/courses/texts/melting.htm>

According to the English Language Unity Act of 2009, despite English being the most spoken language in The United States,<sup>3</sup> it is up to each individual state to declare English as its official language. Thus, thirty out of the fifty states have declared English as their official language. (See figure 3.1 below). Consequently, all official government business (public documents, records, legislation and regulations, as well as hearings, official ceremonies and public meetings) are conducted in English (see H.R. 997: English Language Unity Act of 2009).

**Figure 3.1: States with Official English Laws<sup>4</sup>**



<sup>3</sup> English 82.1%, Spanish 10.7%, other Indo-European 3.8%, Asian and Pacific island 2.7%, other 0.7% (2000 census) **Note:** Hawaiian is an official language in the state of Hawaii.  
<https://www.cia.gov/library/publications/the-world-factbook/fields/2098.html?countryName=&countryCode=&regionCode=o>

<sup>4</sup> In: <http://www.us-english.org/view/13>

1. Alabama (1990)	16. Louisiana (1812)
2. Alaska (1998)	17. Massachusetts (1975)
3. Arizona (2006)	18. Mississippi (1987)
4. Arkansas (1987)	19. Missouri (1998)
5. California (1986)	20. Montana (1995)
6. Colorado (1988)	21. Nebraska (1920)
7. Florida (1988)	22. New Hampshire (1995)
8. Georgia (1986 & 1996)	23. North Carolina (1987)
9. Hawaii (1978)	24. North Dakota (1987)
10. Idaho (2007)	25. South Carolina (1987)
11. Illinois (1969)	26. South Dakota (1995)
12. Indiana (1984)	27. Tennessee (1984)
13. Iowa (2002)	28. Utah (2000)
14. Kansas (2007)	29. Virginia (1981 & 1996)
15. Kentucky (1984)	30. Wyoming (1996)

The most common myths about English becoming the official language of The United States are discussed in the US. English Website (see figure 3.2):<sup>5</sup>

**Figure 3.2: Myths versus Reality**

<b>Myth:</b> At the Constitutional Convention, the Founding Fathers debated and decided against making English the official language.	<b>Reality:</b> The issue was never discussed at the Constitutional Convention. <sup>i</sup> Because more than 90 percent of the non-slave population was of British ancestry, <sup>ii</sup> and even the former Dutch colonies had been under English rule for more than a century, the topic was not controversial enough to even be debated.
<b>Myth:</b> A proposal in Congress to make German the official language of the United States failed by one vote.	<b>Reality:</b> Congress never voted on a proposal to make German the official language. <sup>iii</sup> (The myth probably is based on a 1794 proposal to translate some laws into German. It was defeated in the House of Representatives, 42-41.) <sup>iv</sup>
<b>Myth:</b> The fact that <i>The Federalist Papers</i> were printed in German shows that the Founding Fathers opposed making English the official language of government.	<b>Reality:</b> <i>The Federalist Papers</i> were not government documents; they were a series of newspaper columns. <sup>v</sup> Official English applies only to government documents. (Furthermore, in <i>The Federalist No. 2</i> , John Jay mentions his pleasure that this country had "one united people... speaking the same language ...")
<b>Myth:</b> Official English adds more intrusive laws and regulations at a time when the public wants less	<b>Reality:</b> Official English does not restrict the rights of private citizens in any way. Instead, it reins in government bureaucracies that are trying to expand their programs.

<sup>5</sup> In: <http://www.usenglish.org/view/12>

government.	
<b>Myth:</b> Official English would deprive criminal defendants of their right to an interpreter.	<b>Reality:</b> Any bill sponsored by U.S. ENGLISH would provide a specific exception for "actions that protect the rights of ... criminal defendants."
<b>Myth:</b> A 911 interpreter would violate official English.	<b>Reality:</b> Any bill sponsored by U.S. ENGLISH would provide a specific exemption for "actions ... that protect the public health."
<b>Myth:</b> Official English would bar non-native celebrations such as St. Patrick's Day, Cinco de Mayo and Oktoberfest.	<b>Reality:</b> Official English refers solely to business conducted by government entities, with specific exemptions for mottoes, holiday celebrations and the like. Not only would non-native holidays continue to be celebrated after the enactment of official English, these special days would likely be joined by other cultural festivities taught to Americans by newcomers speaking a shared language - English.
<b>Myth:</b> Official English would prohibit the teaching of foreign languages in schools.	<b>Reality:</b> Acquiring a foreign language is both a gift and an asset. As it deals with only government entities, publications and documents, the enactment of official English would not affect the teaching of foreign languages. U.S. ENGLISH wholeheartedly encourages the teaching of foreign languages at every level of education. Proficiency in multiple languages opens more doors and raises incomes even higher than proficiency in a single language alone.
<b>Myth:</b> Official English would ban the speaking of languages other than English in homes and places of worship.	<b>Reality:</b> While a common language allows us easy access to medical care and government services, the ability to be free in our homes and our places of worship is a right that would not be infringed by official English. While learning English allows all Americans a shot at the American dream, official English refers to actions done by the government, proudly maintaining the prized speech and religious freedoms offered by our Constitution.
<b>Myth:</b> Most nations have not declared an official language.	<b>Reality:</b> More than 90 percent (177) of the world's nations have enacted an official language. English is the most common official language on Earth.
<b>Myth:</b> Most immigrants oppose official English legislation.	<b>Reality:</b> Over the last two decades, support for official English and the end to bilingual education has been noticeable among immigrants. In some cases, support for these initiatives has been higher among the foreign born than the population as a whole. Immigrants themselves have cited language as the greatest barrier that keeps them from succeeding in the United States. Several independent surveys have found support for official English legislation to cover between two-thirds and four-fifths of the foreign born population.

Historically speaking, one of the most significant characteristics of the New World, when the thirteen colonies adopted the Declaration of Independence on July 4,

1776 to declare independence from the Kingdom of Great Britain, was its linguistic diversity (Kloss, 1977). “They brought with them a diversity of languages, customs, cultures, and traditions, as well as the common goal of becoming an American” (Curtin, 2009: 1). Crawford (2005: 96-97) offers a timeline that shows language diversity in America from 1664 to 1963. Thus, we can pinpoint that even by early 1664 there were at least 18 different languages spoken just in New York. Furthermore, all over the country, there were more than 150 different spoken languages belonging to 15 families of American Indian languages. Unfortunately, the addition of new European languages carried the eradication of several Indian dialects (Crawford, 1995). “Bilingualism was common among the working classes as well as the educated, especially in the middle colonies of New York, Pennsylvania, New Jersey, and Delaware. In the mid-18<sup>th</sup> century, newspapers advertisements for runaway servants, both black and white, made frequent reference to their bilingual or trilingual proficiencies” Crawford (2005: 81). European immigrants established schools all over the country. The language that was used for instruction was their home language. Consequently, there were many communities where different languages were used at the same time (Brisk, 1981; Heath, 1981). As it is the case with German which was one of the languages most used in those years: “German-speaking Americans were operating schools in their mother tongue as early as 1694 in Philadelphia. Sometimes bilingual and sometimes not, German-language schooling prevailed until the early 20<sup>th</sup> century, notwithstanding periodic attempts to replace it with English as the medium of instruction” (Crawford, 2005: 82). The possibility of a multilingual society has been either stimulated or repressed over time. There has been a vast array of attempts to eliminate linguistic diversity; some of them are summarized below:

- 1) “In the 1750s, Benjamin Franklin promoted one such project under the auspices of a missionary group called the Society for the Propagation of Christian Knowledge. All went smoothly until German parents learned that linguistic assimilation, not religious instruction, was the real purpose of these schools; whereupon they refused to enroll their children.” Crawford (2005: 82).

2) In 1847, a Wisconsin law mandated English as the only language of instruction (Crawford, 2000).

3) In 1868, as a consequence of the Indian Peace Commission, most Native American languages started their way towards extinction by forcing Native Americans children to receive instruction only in English.

4) In between 1867 and 1917 new territories became part of the United States: 1856: Guano Islands, 1867: Alaska, 1898: Cuba, 1898: Philippines, 1898: Puerto Rico, 1917: The U.S. Virgin Islands (Taylor, 2002; Herring, 2008). Consequently, and as an attempt to promote unification, law makers began to issue laws to ensure that all Americans would have something in common, a new official language in their new country. One result of this movement is the American statement: “giving up old ways and learning to speak and be literate in English” (Faltis and Hudelson, 1998: 4)

5) In 1884, New Mexico restricted the creation of bilingual schools (Crawford, 2004).

6) At the end of the 90s, ironically, and contradicting one of the reasons that brought the Pilgrims to the United States, freedom of religion, an anti-Catholic secret society (APA-American Protective Association) would strive to set language impositions as a way to eliminate Catholicism. Parochial-school education, which in most cases used to deliver instruction in German, would be frequently attacked by APA. In the words of Crawford (2005: 86): “... in 1889, Protestant schools became unintended victims when Wisconsin and Illinois enacted the APA’s proposal to mandate English as the sole language of instruction in all schools, public and private.”

7) In 1906, the government required that all male immigrants pass a test of fluency in English to become American citizens. This emphasis on becoming American

through the assimilation of language and culture had a devastating effect on bilingual education (Leibowitz, 1971).

8) In 1917, when America joined the WWI against Germany, anti-German sentiment prompted many schools to stop delivering instruction in German: “Governor James M. Cox of Ohio sought legislation to remove all uses of German from his state’s elementary schools, public and private, arguing that the language posed “a distinctive menace to Americanism, and a part of a plot formed by the German government to make the school children loyal to it.” The state legislature quickly approved Cox’s bill” (Crawford, 2005: 89-90). Later on, all languages, other than English, were banned in schools.

9) In 1919, the state of Alaska forbade the teaching of foreign languages. A teacher would be taken to court for reading a Bible story in German to a seven-year-old child. This is known as the Meyer vs. Nebraska case<sup>6</sup> (Singh and Jones, 2006).

In 1923, German Lutherans filed a suit against the state of Nebraska (Meyer vs. Nebraska, 1923), after it legislated that only English could be used in its schools. The Meyer mentioned in the title of the case was a teacher who, in spite of the legislation, taught German to pupils claiming that this was not in violation of the state regulations

---

<sup>6</sup> **Meyer vs. the state of Nebraska.** The information is based upon "An act relating to the teaching of foreign languages in the State of Nebraska," approved April 9, 1919, which follows [Laws 1919, c. 249.]: "Section 1. No person, individually or as a teacher, shall, in any private, denominational, parochial or public school, teach any subject to any person in any language other than the English language." "Sec. 2. Languages, other than the English language, may be taught as languages only after a pupil shall have attained and successfully passed the eighth grade as evidenced by a certificate of graduation issued by the county superintendent of the county in which the child resides." "Sec. 3. Any person who violates any of the provisions of this act shall be deemed guilty of a misdemeanor and upon conviction, shall be subject to a fine of not less than twenty-five dollars (\$25), nor more than one hundred dollars (\$100) or be confined in the county jail for any period not exceeding thirty days for each offense." "Sec. 4. Whereas, an emergency exists, this act shall be in force from and after its passage and approval."

<http://supreme.justia.com/us/262/390/case.html>

since he did so outside of school hours. He was, however, accused of breaking the law, hence the Lutheran's suit. The Supreme Court found for the Lutherans, ruling that forbidding teaching languages other than English until the eighth grade violated the Fourteenth Amendment (which precludes any state-imposition based on race). However, although this ruling seemed to strike a blow for minority-language tuition (in private if not in state schools), the decision seems to have been based on the right of a child to learn any 'foreign' language, rather than on the rights of a minority to be educated in their native language. The petitioners had won, but it was clear they had not done so on the language maintenance ticket (Singh and Jones, 2006: 111).

Currently, we can talk about organizations such as U.S. English<sup>7</sup> and English First<sup>8</sup> which strive to make English the official language of the whole country with: "... an amendment to the U.S. Constitution, through state legislation, or through repeal of laws and regulations permitting public business to be conducted in a language other than English" (Padilla et al., 1991: 001). On the other hand, there are organizations such as English Plus which emphasize the importance of bilingualism and advocate for the creation of bilingual programs that attend the needs of ELLs; not only school children, but also adults (Padilla et al., 1991: 001).

In view of this situation, Crawford (1992: 2-3) summarizes the controversy between English-only movements and their opponents the following way:

---

<sup>7</sup> **U.S.ENGLISH**, Inc. is the nation's oldest, largest citizens' action group dedicated to preserving the unifying role of the English language in the United States. Founded in 1983 by the late Senator S.I. Hayakawa, an immigrant himself, U.S. English now has 1.8 million members nationwide. U.S.ENGLISH, Inc. is a separate organization from the U.S.ENGLISH Foundation, which promotes English education and public awareness of issues surrounding our common language. <http://us-english.org/view/3>

<sup>8</sup> **English First** is a national, non-profit grassroots lobbying organization founded in 1986. Our goals are simple: Make English America's official language; Give every child the chance to learn English; Eliminate costly and ineffective multilingual policies. Over 150,000 concerned Americans have joined English First. They believe this nation of immigrants must be able to talk to each other. They believe that the English language unites America. They are tired of seeing the government use their tax money to divide Americans on the basis of language or ancestry. <http://englishfirst.org/englishfirst/>

For supporters, the case is obvious: English has always been our common language, a means of resolving conflicts in a nation of diverse racial, ethnic, and religious groups. Reaffirming the preeminence of English means reaffirming a unifying force in American life. Moreover, English is an essential tool of social mobility and economic advancement. The English Language Amendment would “send a message” to immigrants, encouraging them to join in rather than remain apart, and to government, cautioning against policies which could retard English acquisition.

For opponents, Official English is synonymous with English Only: a mean-spirited attempt to coerce Anglo-conformity by terminating essential services in other languages. The amendment poses a threat to civil rights, educational opportunities and free speech, even in the private sector. It is an insult to the heritage of cultural minorities, including groups whose roots in this country go deeper than English speakers--Mexican Americans, Puerto Ricans, and American Indians. Worst of all, the English-Only movement serves to justify racist and nativist biases under the cover of American patriotism.

In spite of all the attempts to eliminate linguistic diversity, as of today, and according to the 2009 Census, there are 322 languages spoken in the United States. The ten most spoken languages are: 1. English, 2. Spanish, 3. French, 4. Chinese, 5. German, 6. Tagalog, 7. Vietnamese, 8. Italian, 9. Korean, 10. Russian<sup>9</sup>, respectively.

### **3.2.2. The Early Teaching of ELLs in the United States**

The teaching of ELLs has a history of almost a hundred years. The first class of English for international students took place in 1911 at the University of Michigan. This day marked the beginning of ESL (English as a Second Language). However, this type of education, despite being very much needed because of the high percentage of non-native students who populated the classrooms, was not put into practice as much as it was truly

---

<sup>9</sup> In: <http://www.census.gov/compendia/statab/tables/09s0052.pdf>

required. It was in 1933 when this perspective changed following the “Good Neighbor”<sup>10</sup> policy announced by President Roosevelt in the Pan-American conference. Between 1939 and 1940, the State Department of the United States, in conjunction with the Rockefeller Foundation, provided funding for research and theory of teaching ESL while creating an academy to train teachers at the University of Michigan. In 1941 Charles C. Fries, with a grant of \$3,000 from the Rockefeller foundation, founded the English Language Institute (ELI)<sup>11</sup>; this would be the cornerstone for the discipline known as TESL (Teaching English as a Second Language). The organization of teachers for teaching English to speakers of other languages (*Teachers of English to Speakers of Other Languages, TESOL*) started in 1966. ESL teaching was becoming more specialized. However, despite these efforts, ELLs would encounter many obstacles in the learning process (Howatt and Widdowson, 2004; Urban and Wagoner, 2008; Braine, 2005).

---

<sup>10</sup> **Good Neighbor Policy, 1933.** President Franklin Delano Roosevelt took office determined to improve relations with the nations of Central and South America. Under his leadership the United States emphasized cooperation and trade rather than military force to maintain stability in the hemisphere. In his inaugural address on March 4, 1933, Roosevelt stated: "In the field of world policy I would dedicate this nation to the policy of the good neighbor--the neighbor who resolutely respects himself and, because he does so, respects the rights of others." Roosevelt's Secretary of State, Cordell Hull, participated in the Montevideo Conference of December 1933, where he backed a declaration favored by most nations of the Western Hemisphere: "No state has the right to intervene in the internal or external affairs of another". In December Roosevelt stated, "The definite policy of the United States from now on is one opposed to armed intervention." In 1934 at Roosevelt's direction the 1903 treaty with Cuba (based on the Platt amendment) that gave the United States the right to intervene to preserve internal stability or independence was abrogated. Although domestic economic problems and World War II diverted attention from the Western Hemisphere, Roosevelt's Good Neighbor policy represented an attempt to distance the United States from earlier interventionist policies, such as the Roosevelt Corollary and military interventions in the region during the 1910s and 1920s. <http://www.state.gov/r/pa/ho/time/id/17341.htm>

<sup>11</sup> **A Brief History of the English Language Institute** In June 1941, by action of the Board of Regents, the English Language Institute was established at the University of Michigan. The charge to the ELI was twofold: to conduct research in teaching English as a foreign language and to test new scientifically based materials for the teaching of English. In the first year, it inaugurated an intensive course in English as a foreign language, the first ever offered on a university campus in the Western Hemisphere. Prior to WWII, there were a handful of foreign students in U.S. universities. By 1948, there were 25,000. Our ELI, which started as an experimental program in 1941, would become a key player in the effort to teach English to the large numbers of international students who come to this country annually. The fledgling English Language Institute at the University of Michigan was to become the model for programs of its kind across the country. [http://www.lsa.umich.edu/umich/v/index.jsp?vnextoid=d260a6b63d9a4110VgnVCM1000003d01010aRCRD&linkTypeBegin=contentlinkTypeEnd&assetNameBegin=A Brief History of the English Language InstituteassetNameEnd](http://www.lsa.umich.edu/umich/v/index.jsp?vnextoid=d260a6b63d9a4110VgnVCM1000003d01010aRCRD&linkTypeBegin=contentlinkTypeEnd&assetNameBegin=A+Brief+History+of+the+English+Language+InstituteassetNameEnd)

### **3.2.3. The Resurgence of Bilingual Education**

The three main events leading to the resurgence of bilingual education were: 1) The role of Chicano and Latino activist, 2) the arrival of Cuban refugees to Miami, and 3) the war on poverty (Faltis and Huddleson, 1998; Crawford, 2004)

#### **3.2.3.1. The role of Chicano and Latino activists**

Chicano and Latino activists rejected the idea of English-only instruction; with the so-called ‘sink or swim’ philosophy of education: “Under these conditions, the majority of these children sank, with many leaving before finishing high school. Not only did these children not develop literacy abilities in their native language, but they also suffered academically in classes taught entirely in English” (Faltis and Huddleson, 1998: 5). They were opposed to an educational environment where students did not have any support in their mother language and school success would merely rely on their individual capability to acquire the language. Instead, they claimed that children needed to be taught in a language that they could understand. Furthermore, the Chicano activists demanded a curriculum that would include the contribution of Mexicans and Mexican-Americans to the North American society. Many Chicano and Latino authors published their works in English and in Spanish as a way to defend their mother language and offer students a resource to continue the development of their first language (Valdez and Steiner, 1972; Bradach, 2007; Gargiulo, 2008).

### 3.2.3.2. The arrival of Cuban refugees to Miami: The Coral Way Elementary School

Without question, the most influential event in the renaissance of bilingual education came from the Cuban exiles in Miami. In 1958 Fidel Castro, with the radicalization of the Cuban Revolution, took control of Cuba. This event provoked many Cubans to search refuge in USA in the ensuing years. At first, there was an agreement between Castro and the American government which allowed two daily flights to transport refugees from Cuba to Miami. Around 135,000 Cubans moved to the US between 1959 and 1973 when Castro cancelled the flights (Chabo, 2008; Eckstein, 2009; Sweig, 2009). The early Cuban immigrants used to be part of the elite social class of Cuba. “The early arrivals were of European stock, light-skinned, and largely from the business and professional classes” (Crawford, 2004: 100). These new immigrants were welcomed as anticommunist refugees. Once they arrived to the south of Florida, they placed their children in the public school system of Dade County. At this point, the American educational system was facing the challenge of integrating a very large amount of Spanish speaking children into the English school system. One solution was to employ Cubans who have previously worked as teachers in Cuba. “Proud of their Spanish heritage, they brought with them education and job skills, if little ready cash. Many had taught school in Cuba, and the state of Florida helped them become certified. Generous subsidies were available through the federal Cuban Refugee Program” (Crawford, 2004: 100). Furthermore, and as a result of parental pressure, another solution was to instruct these children -attending elementary school- in Spanish until these students would reach the designated level of competence in English. At that moment, they would receive instruction in English. Nevertheless, since neither schools nor parents wanted the separation Hispanic-Anglo speaker, they decided to offer a dual model of bilingual education. This system operated as follows: starting in first grade, the school day was divided between half-day English and half-day Spanish instruction. During art, gym and music class, Spanish speakers and English speakers would interact. “Launched at the Coral Way Elementary School, the experiment was open to both English and Spanish speakers” (Crawford, 2004: 100). The aims of this program were several: 1) That all

children could be bilingual and develop the ability to read and write in both languages, 2) That all children had equal access to the curriculum, and 3) That all students could develop a sense of biculturalism while a full bilingualism. Students attending this school demonstrated a linguistic and academic improvement; which made them being considered as ‘culturally advantaged’ since they were becoming bilingual and bicultural (Faltis and Huddleson, 1998; Crawford, 2004; Baker, 2006; Helot and De Mejia 2008).

[...] News of Coral Way’s success soon spread beyond Dade County. Educators of English learners began to visit the district to learn about bilingual pedagogy. Impressed by what they saw, many returned home to adapt the Coral Way model to their own communities. By 1967, according to historian Diego Castellanos, bilingual programs had been introduced in Rough Rock, Arizona; Calexico and Marysville, California; Hoboken and Long Branch, New Jersey; Las Cruces and Pecos, New Mexico; and Del Rio, Edinburg, Laredo, San Antonio, and Zapata, Texas. These experiments were welcomed by language-minority parents and progressive educators alike, who were eager for alternatives to sink-or-swim. (Crawford, 2004: 100-101).

### 3.2.3.3. The War on Poverty

Lyndon Baines Johnson (August 27, 1908 – January 22, 1973), a democrat who took the place of the assassinated John F. Kennedy, served as the 36th President of the United States from 1963 to 1969. Johnson followed the ideas presented in the New Deal<sup>12</sup>

---

<sup>12</sup> **The Great Depression and the New Deal.** As the Great Depression ended the prosperity of the 1920s, the Pacific Northwest suffered economic catastrophe like the rest of the country. Businesses and banks failed and by 1933 only about half as many people were working as had been in 1926. The population in the Pacific Northwest continued to grow but more slowly, as many left the Dust Bowl states of the Midwest and Plains. President Franklin D. Roosevelt's "New Deal" aimed at promoting economic recovery and putting Americans back to work through Federal activism. New Federal agencies attempted to control agricultural production, stabilize wages and prices, and create a vast public works program for the unemployed. The West saw the heavy use of Works Progress Administration and Civilian Conservation Corps workers in National Forests and National Parks, and on Indian reservations for work on natural resource related projects and a legacy of buildings, roads, bridges, and trails remains in the Pacific

economic reform proposed by the 32nd President of the United States, President Franklin Delano Roosevelt (January 30, 1882 – April 12, 1945). With the support of the Democratic Party, Johnson attempted to continue with the ideas presented by his predecessor (John F. Kennedy) in order to create a society with less inequality in what would be called “The Great Society”. The Great Society social reforms had two main objectives: 1) The elimination of poverty – The War on Poverty – and 2) Elimination of racial injustice (Goodwin, 1991; Colbert, 2002).

Faltis and Hudleson (1998: 7) describe how, in the area of education, the federal government built on the success of Coral School model to uphold bilingual education as part of the war on poverty. This movement considered schools as fundamental tools in the eradication of poverty since it was based on the idea that poor people were very uneducated. Thus, the theory was if children belonging to the lower classes were provided with educational services and programs they would be able to depart from these marginal situations and become part of the middle class. Many of the children who failed in school were those from families where the mother tongue was other than English. Most were Hispanic speakers from Mexico.

The successful development of Bilingualism is to be found in the legislation of three main acts.

1) *The Elementary and Secondary Education Act (ESEA)*. Another way of helping bilingual education was through *The Elementary and Secondary Education Act (ESEA)*, which was enacted on April 11, 1965. It was designed by American educator Francis Keppel, who acted as Commissioner of Education from 1962 until 1965. Through this act, the government allotted millions of dollars to districts with a large number of students coming from low income families attending primary and secondary education

---

facilities. The goal of the funding was to: 1) guarantee professional development, 2) provide instructional materials, as well as, resources to support educational programs and 3) foster parental involvement. The act has been continuously re-authorized every five years since its enactment.

2) *TITLE VII: The Bilingual Education Act of 1968*. In 1967 The Elementary and Secondary Act was reformed by Texas Senator Ralph Yarborough. “Its purpose was to provide federal assistance to local education agencies for setting up bilingual programs for poor, native Spanish-speaking children for whom English was a foreign language” (Faltis and Hudleson, 1998: 9).

The bill sought instruction in the native language along with ESL. Its intention was to bestow school districts with federal funds to create educational programs for students whose first language was other than English and who had limited proficiency in English. Thus, bilingual education gained prestige since it was considered the solution to the poverty and educational disadvantage that was affecting the development of the lower classes. Although the bill was first merely intended to serve Spanish-speaking students, by the end of 1967, a large number of senators requested these aid funds to be used not only with speaking Hispanics residing in the south western United States, but also with all low-income citizens and with all non-Anglophone groups that made up the population of this country. Senator Yarrborough adjusted the language of the law in order to make sure this law could benefit all citizens in need of this help. Thus, bilingual education became a federal policy (Faltis and Hudleson, 1998; Crawford, 2004). “Accordingly, during the first years of implementation, grants were awarded only to schools that: 1) developed and operated dual language programs for non-English-speaking students, 2) made efforts to attract and improve the skills of bilingual teachers, and 3) established communication between the school and the community being served” (Faltis and Hudleson, 1998:10).

---

3) *The No Child Left Behind Act*. The current re-authorization of The Elementary and Secondary Education Act is *The No Child Left Behind Act of 2001*<sup>13</sup> enacted on January 8, 2002; which was proposed by President George W. Bush (Crawford, 2004).

While preserving some popular ESEA programs, such as Title I assistance for ‘the disadvantaged,’ No Child Left Behind (NCLB) creates a complex new structure of goals, incentives, and penalties. Each state is required to develop accountability plans to move all students to ‘proficient’ levels of achievement in language arts, mathematics, and science by 2013-14. The plans must include a ‘timeline’ specifying ‘measurable objectives’ for adequate yearly progress (AYP) for students in general and for those who are LEP, economically disadvantaged, belong to racial or ethnic minorities, or have learning disabilities. At least 95 percent of students in each subgroup must participate in annual achievement testing, which is mandated in grades 3-8. In addition, English learners must be assessed for English proficiency each year (Crawford, 2004: 354).

With respect to students’ achievement, the act is also very precise and details the threshold levels that should be reached, as well as, the consequences derived from school failure.

Schools are required to meet performance targets – not just overall, but for every subgroup of students – and to publish annual ‘report cards’ on student progress. Those

---

<sup>13</sup> **The No Child Left behind Act (NCLB)** of 2001 was signed into law on January 8, 2002 by President Bush. The Act represents the President's education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. NCLB changes the federal government's role in K-12 education by focusing on school success as measured by student achievement. The Act also contains the President's four basic education reform principles: 1) stronger accountability for results; 2) increased flexibility and local control; 3) expanded options for parents, and 3) an emphasis on teaching methods that have been proven to work (research based strategies). <http://www.state.nj.us/education/grants/nclb/>

that fall short of AYP or fail to test a sufficient percentage of children, even in one out of numerous categories, will be labeled ‘in need of improvement’ – and will be targeted for special help. Parents must be notified and be given the option of transferring their children elsewhere, with districts required to pay for transportation. For schools that fail to meet AYP targets in penalties will apply, ultimately leading to reassignment of their staff, takeover by external managers, or closure of the school (Crawford, 2004: 354).

### 3.2.4. Benefits of Bilingualism

Prior to the sixties, bilingualism was described as a detriment. Previous studies, conducted in the twenties, showed that bilingual immigrants had lower results on IQ tests (conducted in English) against Anglophone citizens. This investigation concluded with the hypothesis that bilingualism caused a mental conflict and therefore a lower IQ (*cf.* Faltis and Hudleson, 1998: 8).

Several decades later, numerous research studies would prove exactly the opposite. Some of these are summarized below:

1) *Peal and Lambert (1962)* found a positive correlation between being bilingual and having a high IQ. In their study, bilingual students obtained better results in fifteen intelligence-related activities. Thus, these researchers concluded that bilingualism facilitated mental agility, developed the ability to think abstractly and helped the formation of abstract concepts and knowledge transfer between the two languages that were part of the bilingual student.

2) *Baker (1995, 1996, 2000)* observed that bilingualism fosters cognitive development as well as social and affective skills.

3) *Kaufman (1968)* offers a detailed description of the positive correlation between the instruction of reading in Spanish and the ability for reading in English.

4) *Ben-Zeev, 1977; Bialystok, 1991, 2001; Diaz and Klingler, 1991*, provide an account of the positive correlation between bilingualism and thought configuration, categorization skills, creativity, analogical reasoning and visual-spatial skills.

5) *Powers (1978)*. In his doctoral dissertation, he provides evidence of the many benefits of bilingual education on academic achievement and self-esteem in the case of Hispanic students.

6) *Cummins (2000)*. Through his many years of research, this author describes the many positive effects of bilingualism on children's development, both from a linguistic and educational point of view. According to Cummins, the development of two languages at the same time (during primary school years) facilitates a better understanding of the way languages work. Consequently, thanks to the fact that children need to process information in two different languages, they get more skillful at processing and producing language in a variety of situations as well as developing cognitive flexibility.

### **3.3. TEACHING ENGLISH LANGUAGE LEARNERS**

The fundamental starting point of this type of education is that school personnel identifies ELLs effectively and that they place these students in the program that best fits their needs. Once we know that their L1 is other than English, teachers must find out what their individual stage of language acquisition is so that they can recognize what are the strategies and activities that best address ELLs learning needs.

### 3.3.1. Identifying English Language Learners

Curtin (2009: 10-11) provides the main steps used to identify ELLs; these are:

1) *Home Survey*: When parents register their children, they have to fill out a form called “Home Survey”, where, among other questions, they have to include what is the main language spoken at home.

2) *Placement Test*: Upon determining that English is not the first language (or the language most spoken at home), students are to take a placement test. Some samples of placement tests are: a) Reading section of the Iowa Test of Basic Skills (ITBS), and b) WIDA-APT<sup>14</sup> - which is currently used in twenty-two states. These tests are normally administered by the ESL teacher or (in the case of the WIDA-APT) by teachers who have received training for the administration of the WIDA-APT.

3) *Committee consensus*: Different school personnel (ESL teacher, principal, homeroom teacher) and a family member (normally one of the parents) arrange a Language Proficiency Assessment Committee (LPAC) where they decide what the best placement for the student is.

---

<sup>14</sup> **WIDA** is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The WIDA English Language Proficiency Standards are recognized worldwide for their innovative approach to measuring academic language development in English. From those standards, various WIDA assessments have been developed to evaluate student progress according to the WIDA proficiency scale, including ACCESS for ELLs<sup>®</sup> which is administered annually in consortium member states to comply with federal accountability requirements in the United States. In the 2009-10 school year, WIDA expects to assess about 840,000 English language learners (ELLs) in kindergarten through grade 12 using ACCESS for ELLs. Originally established through a federal grant, the WIDA Consortium consists of twenty-two partner states: Alabama, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, and Wyoming. <http://www.wida.us/>

4) *English Time Allocation and Parental Consent*: Specific criteria (each school district may have different criteria) are used to determine the amount of English support the student will receive and/or the pertinent number of sections the child will have to take of any standardized test. Written notification, containing the LPAC decisions and English time allocation, is sent home. In order for a child to be placed in any particular program, parents have to sign and send back to school the written notification.

5) *Chronological Testing*: Later in the year, the student is tested again to assess his/her progress. The scores attained will determine the placement for the following year. Different districts have different requirements. Most frequently, a student must score a 40% on the ITBS, as well as be working at grade level, in order to exit the program and be placed in a regular classroom.

### **3.3.2. Identifying the Stages of Second Language Acquisition**

Many theories have been developed to explain second language acquisition, from the early SLA theories prior to the 1990s (such as Schumann's Acculturation Model, Tarone's Variable Competence, or Andersen's Nativization), the Linguistic theory and Universal Grammar, The Concept-Oriented Approach, the Associative-Cognitive Creed, Skill Acquisition Theory, Processability Theory or Autonomous Induction Theory to mention but a few. All in all, they have attempted to answer the big question "How do people learn a second language?", differing basically in the premises and constructs on which they rely (Van Patten and Williams, 2006: 12) (for further information see Mitchell and Myles, 2004; Lightbown and Spada, 2006; Van Patten and Williams, 2006; Cook, 2008; Ellis, 2008 and Ortega, 2009, 2010 amongst others). However, for reasons of space, we shall devote attention only to two outstanding authors, James Cummins and Stephen Krashen (Banks and Banks, 2009), who retain considerable influence today and whom we consider most relevant for the design and application of our lessons.

### 3.3.2.1. James Cummins: BICS versus CALP. (1979)

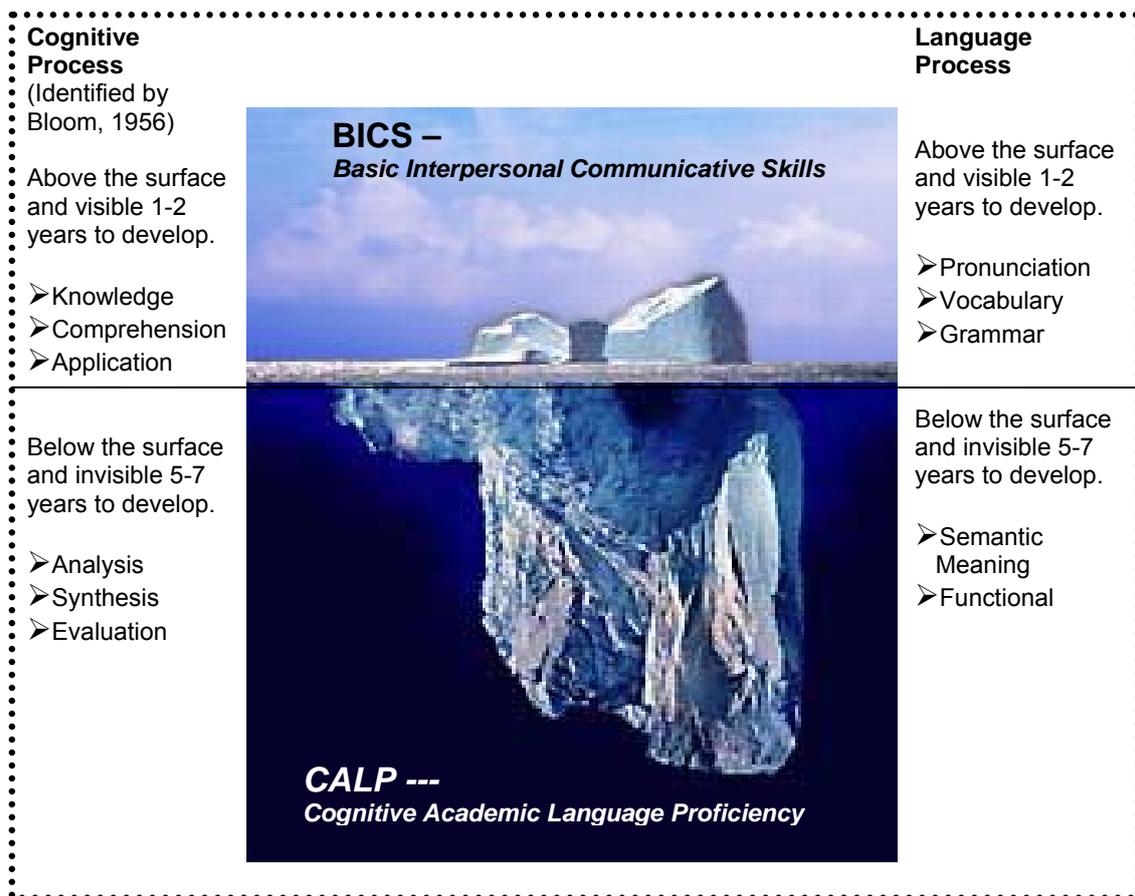
Skutnabb-Kangas and Toukoma (1976) observed a difference between the oral communicational skills of Finnish immigrant children in Sweden and their academic achievement. In spite of looking highly proficient in both languages, Finnish and Swedish, they did not perform as well as their native speaking partners. While paying attention to this observation, Cummins' (1979) provides a two-fold characterization of language proficiency. Thus, he draws attention to the different time period that requires a second language learner to acquire social language (the language they need to interact with their friends) versus academic language (the formal language they need in order to succeed in academic settings) (Cummins, 1981a; Collier, 1987; Klesmer, 1994). Consequently, he distinguishes between BICS and CALP which he visually represents with an iceberg:

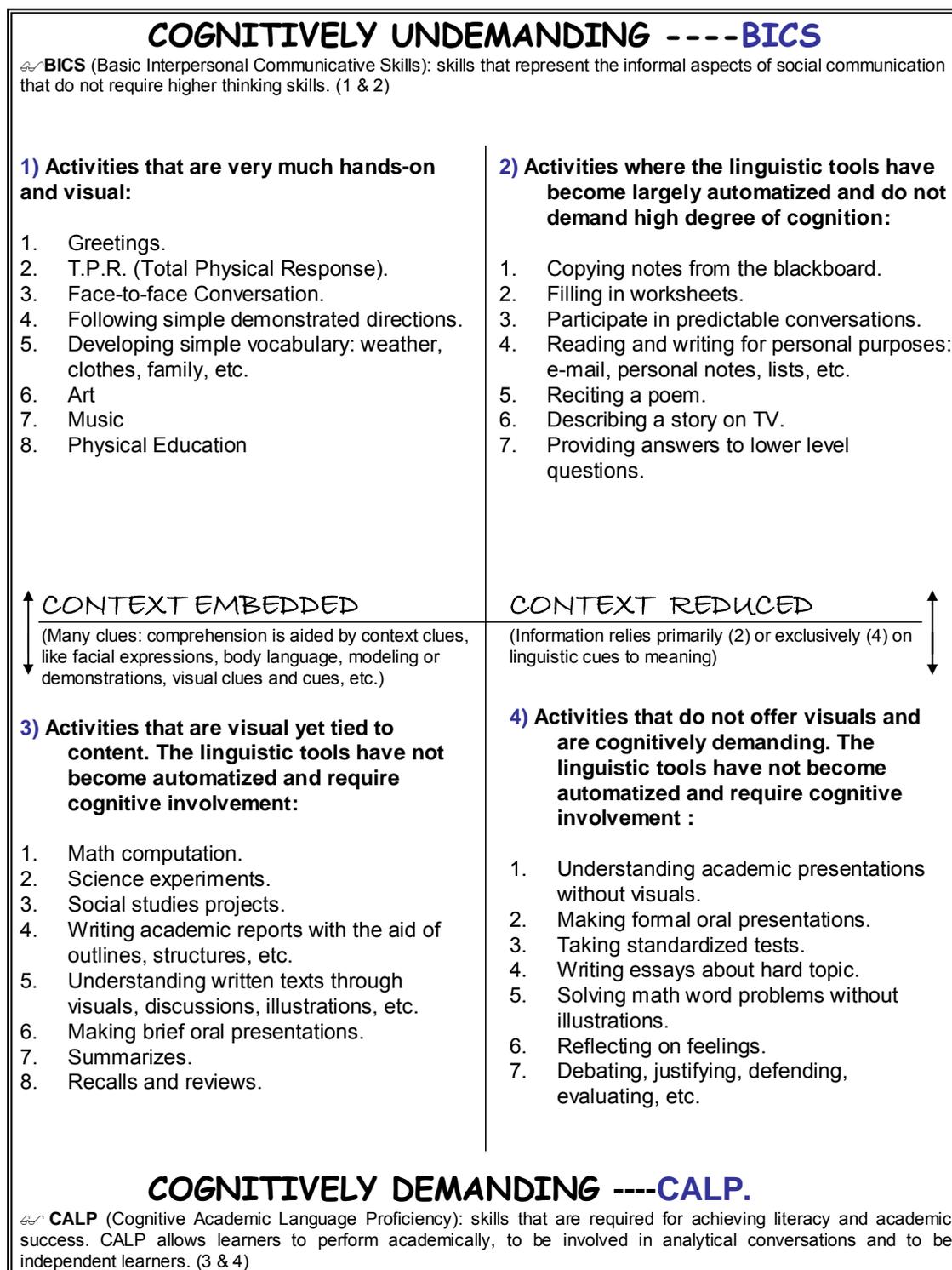
1) *Basic Interpersonal Communicative Skills (BICS)* is the type of language we need in order to participate in everyday conversations. It is a context-embedded language where the communication is facilitated through different clues (e.g. visual clues, gestures, expressions, specific location). ELLs use it when they are in the playground, in the lunch room, at parties, playing sports, etc. This type of language is not very cognitively demanding since it requires specialized language. It takes an approximate time span of two years to develop. The teacher can help the development of this area of language by asking questions like: What did you like about this.....? Do you know of an easier way to .....? Can you make a prediction of what may happen next? Can you explain, using your own words, what .....mean?

2) *Cognitive Academic Language Proficiency (CALP)* is the type of language we need in order to succeed in an academic context. It is a context-reduced language; this is with very few clues about the meaning of the communication apart from the words themselves. Ex. Listening, speaking, reading, and writing about subject area content material. This type of language is cognitively demanding since it requires higher level

thinking skills such as comparing, synthesis, evaluating, inferring, etc. It takes at least five to seven years to develop. The teacher can help the development of this area of language by asking questions like: Can you compare and contrast .....? Can you propose and support an alternative technique to facilitate this procedure? Can you formulate a hypothesis that predicts the most probable outcome? What is your reasoning here?; etc. Later on, Chamot and O’Malley, (1994) would develop a program to develop academic language called CALLA.

**Figure 3.3. Cummins’ BICS and CALPS theory.**



**Figure 3.4. Cummins' Four Quadrant Model.** (Adapted from Cummins, 1981)

Although Cummins' model was developed 30 years ago, it is still considered as one of the best studies in this field. According to Curtin's claim (2009: 34): "Research by Cummins (1979) and his analogy of the iceberg is still the most comprehensive and possibly best explanation for understanding the difference between social language (BICS) and academic language (CALP)." The implicit idea in the visual of the iceberg is that the biggest part of language, the section that will take longer to acquire, is academic knowledge given its cognitive demand. On the contrary, BICS represents only the 10% of the overall proficiency of the ELL. (See figure 3.3. adapted from Cummins (1979))<sup>15</sup>. This distinction had the purpose of providing an explanation for 'sounding proficient', but not performing like 'a proficient'. This is to say that even though there are many second language learners who may have a fluent conversation in a second language, they cannot yet perform academically according to their grade/age expectations. Furthermore, Cummins tried to warn educators against the risks of exiting students from a particular program (bilingual, transitional, etc) and placing them into the regular division classroom when they are not ready to carry on the cognitively demanding task of their grade/age. Therefore, it is crucial that teachers have a clear understanding of the difference between BICS and CALP so that they can accurately evaluate their students' proficiency (both in BICS and CALP – both areas need to be developed in order to fully master a language) and thus provide students with the adequate education (Cummins, 1979). Teachers must offer students the opportunities to transition from BICS to CALP in order to ensure academic success.

There are many teaching strategies and techniques, but most are based on the principle that English must be taught through academic content. If English Language Learners are to develop cognitive academic language, they must be exposed to content in a manner that is supportive and scaffolded. This is the foundation for comprehensible input, which means English Language Learners must have an understanding of the

---

<sup>15</sup> The image of the iceberg was taken from wikipedia. Permission is granted to copy, distribute and/or modify this document under the terms of the [GNU Free Documentation License](#), Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and

academic content while also learning English language skills (Krashen, 1985). Academic content is made understandable or more comprehensible to English Language Learners when teachers provide a variety of visual cues and props during instruction (Curtin, 2009: 36)

Baker (2006) argues that a lack of attention to BICS and CALPS could help to explain school failure. Basically, we have to focus on two main dimensions: *1) Amount of contextual support available to a student:* 1.1.) Context-embedded communication: Ex: Pointing to objects, visual gestures, intonation; etc. 1.2.) Context-reduced communication. Few cues are provided. Ex. Persuasive essay. 2) *Levels of cognitive demand required in communication.* 2.1.) Cognitively undemanding communication: it does not demand a great amount of abstract or critical thinking. Ex. Greetings. 2.2.) Cognitively demanding communication: higher level thinking is demanded in these situations. Ex. Justifying a particular position. This information is visually represented in the four quadrants model (Cummins, 1981). (See figure 3.4. Four Quadrant Model). The idea is to help students go from 1 to 4; 4 being academic success.

Developing BICS and CALP is essential for acquiring language proficiency in a second language. Teachers need to make sure they provide the necessary opportunities for students to develop both sections of language (Cummins, 1981a; Collier, 1987; Klesmer, 1994; Haslam, Wilkin, Kellet, 2006; Vocke, 2007).

Thus, in order to develop BICS:

1) Students need to acquire vocabulary in order to participate in basic social communications. Consequently, teachers must present students with lessons where they learn about: a) Greetings: Ex. Good morning, hi, goodbye, etc., b) How to get help: Ex.

May I please, use the bathroom, phone, stapler, etc., and c) Learn about basic instructions: line up, put this in your backpack, put your name on your paper, get ready for recess, take this to the office, copy the homework, etc.

2) Teachers must use students' background knowledge – which will foster motivation and interests as well as serve as building blocks for attaching new information. Therefore, teachers should work with familiar topics and concepts students already understand and in which they have an interest. This will aid in the development of language skills and will promote students' eagerness to talk, read and write. The increase in motivation will allow students to carry out more activities than they are presently capable of doing.

3) Teachers should develop an 'ESL Protocol' where basic topics should be listed. Ex. Identifying objects in the classroom, counting, clothing, weather, family, foods, descriptions, etc.

On the other hand, in order to develop CALP teachers need to:

1) Increase students' motivation to read by providing them with books that are at their reading levels. Monitor students' reading skills closely to determine when to give them a higher reading level book. Students should always be reading at their instructional level since the inappropriate level may lead to: a) boredom: when the level is too low students get bored and do not feel like reading, b) frustration: when it is too high students feel frustrated and may develop a sense of 'being scared' of reading.

2) Being exposed to numerous read alouds is highly beneficial for learners. Teachers (and parents) should read aloud so students can: 2.1. Have a model to follow, 2.2. Increase their attention span, 2.3. Enlarge their auditory memory, 2.4. Develop a love for reading, 2.5. Increase background knowledge, 2.6. Develop comprehension skills - through discussion during and after reading -, 2.7. Enlarge critical thinking and get acquainted with the use of reading strategies that support comprehension, 2.8. Increase

their vocabulary foundation by hearing words in context, 2.9. Improve their memory and language skills as they hear a variety of writing styles and then paraphrase their understanding; etc. (Wilhelm and Otto 2001; Trelease, 2006; Fox and Horacek, 2008).

3) Given the ubiquity of writing, students must be encouraged to express their ideas through writing as soon as possible. Writing applies to both, BICS (at an easier level) and CALPS (at a more cognitively demanding level). In order for writing to be successful, students must acquire the appropriate vocabulary and phrases that are needed in order to communicate their intended thoughts and ideas. Vocabulary (in context) and grammar (supported by content/context) should be implemented, as much as possible, in order to enhance writing skills (Olson, 1996; Spiegel, 2005; Corgill, 2008).

#### 3.3.2.2. Stephen Krashen: Stages of Language Acquisition. (1983)

Krashen (1983) identified the following five stages of language acquisition: 1) Preproduction or Silent Period – used to describe the stage of language acquisition when the student takes in the new language but does not speak it. The length of this period may vary according to individual differences; most frequently it takes around six weeks. Teachers communicate with gestures and actions while students develop vocabulary, 2) End of Silent Period or Early Production - The learner begins to speak using short words and sentences; there is a clear abundance of errors. Students have a working vocabulary of around 1000 words. They can answer who, what, when, where questions. Much of the emphasis is still on listening and absorbing the new language, 3) Speech Emergence – The learner begins to have longer speeches with fewer errors. Presence of more vocabulary is perceived through the use of more complicated words and longer sentences. However, the student's comprehension level relies heavily on context clues and familiar topics, 4) Intermediate Fluency: The learner displays fluency in social language situations. The student is still missing academic vocabulary. There are very few errors, and the individual is able to display higher order thinking skills in the second language, and 5) Advanced Fluency: The student has acquired CALP, but will need to continue

acquiring language skills to further develop his/her academic skills. Since all students will move through all of these stages, it is fundamental that teachers are aware of the implications of each step. As Hill and Flynn (2006: 14) state: “One of the most important things you should know about each of your English language learners (ELLs) is in which stage of acquisition they are performing. Knowing and understanding the stage and its characteristics is critical for effectively differentiating instruction for these students”. In Figure 3.5, we offer a summary of the main characteristics, the approximate time frame, the teachers prompts and the strategies that apply to each stage.

**Figure 3.5. Stages of Second Language Acquisition.** (Adapted from Hill and Flynn, 2006: 15; Curtis, 2009: 33-34 and Colorin Colorado Website: [www.colorincolorado.org](http://www.colorincolorado.org) )

Stage	
Preproduction Or Silent Period (BICS)	<ul style="list-style-type: none"> <li data-bbox="467 1010 1370 1332">➤ <b>Characteristics:</b> The student               <ol style="list-style-type: none"> <li data-bbox="467 1153 1370 1182">1. Has minimal comprehension</li> <li data-bbox="467 1182 1370 1211">2. Does not verbalize</li> <li data-bbox="467 1211 1370 1240">3. Nods "Yes" and "No"</li> <li data-bbox="467 1240 1370 1270">4. Draws and points</li> <li data-bbox="467 1270 1370 1299">5. Unable to communicate</li> </ol> </li> <li data-bbox="467 1355 1370 1393">➤ <b>Approximate Time Frame:</b> 0-6 months</li> <li data-bbox="467 1429 1370 1601">➤ <b>Teachers prompts:</b> <ol style="list-style-type: none"> <li data-bbox="512 1485 1370 1514">1. Show me .</li> <li data-bbox="512 1514 1370 1543">2. Circle the .</li> <li data-bbox="512 1543 1370 1572">3. Where is .....?</li> <li data-bbox="512 1572 1370 1601">4. Who has .....?</li> </ol> </li> <li data-bbox="467 1637 1370 2004">➤ <b>Strategies:</b> <ol style="list-style-type: none"> <li data-bbox="512 1742 1370 1794">5. Emphasize listening comprehension by using read-alouds and music.</li> <li data-bbox="512 1809 1370 1861">6. Use visuals and have students point to pictures or act out vocabulary.</li> <li data-bbox="512 1877 1370 1928">7. Speak slowly and use shorter words, but use correct English phrasing.</li> <li data-bbox="512 1944 1370 2004">8. Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open</li> </ol> </li> </ul>

	<p>a book while the student observes.</p> <ol style="list-style-type: none"> <li>9. Gesture, point and show as much as possible.</li> <li>10. More advanced classmates who speak the same language can support new learning through interpretation.</li> <li>11. Avoid excessive error correction. Reinforce learning by modeling correct language usage when students make mistakes.</li> </ol>
<p>Early Production (BICS)</p>	<p>➤ <b>Characteristics:</b></p> <p>The student</p> <ol style="list-style-type: none"> <li>1. Has limited comprehension</li> <li>2. Produces one- or two-word responses</li> <li>3. Participates using key words and familiar phrases</li> <li>4. Uses present-tense verbs</li> <li>5. Reads environmental print (labels), recognizes some letters or words</li> <li>6. Reads Language Experience Approach (actions and mime provided) charts and stories</li> <li>7. Reads along with predictable books</li> <li>8. Records thoughts through scribbles, pictures, and invented spelling</li> </ol> <p>➤ <b>Approximate Time Frame:</b> 6 months – 1 Year</p> <p>➤ <b>Teachers prompts:</b></p> <ol style="list-style-type: none"> <li>1. Yes/no questions. Ex. Did the brick house fall down?</li> <li>2. Either/or questions.</li> <li>3. One- or two-word answers. Ex. Who blew down the straw house?</li> <li>4. Lists</li> <li>5. Labels</li> </ol> <p>➤ <b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Continue the strategies listed above, but add opportunities for students to produce simple language.</li> <li>2. Ask students to point to pictures and say the new word.</li> <li>3. Ask yes/no and either/or questions.</li> <li>4. Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.</li> <li>5. Model a phrase and have the student repeat it and add modifications. Teacher says, "This book is very interesting." The student repeats it and says, "This book is very boring." Continue with as many modifications as possible.</li> </ol>

	<p>6. Avoid excessive error correction. Reinforce learning by modeling correct usage.</p>
<p>Speech Emergence (BICS)</p>	<p>➤ <b>Characteristics:</b></p> <p>The student</p> <ol style="list-style-type: none"> <li>1. Has some comprehension – requires some picture or props for comprehension</li> <li>2. Can produce simple sentences</li> <li>3. Makes grammar and pronunciation errors</li> <li>4. Frequently misunderstands jokes</li> </ol> <p>➤ <b>Approximate Time Frame:</b> 1-3 years.</p> <p>➤ <b>Teachers prompts:</b></p> <ol style="list-style-type: none"> <li>1. Why ?</li> <li>2. How ?</li> <li>3. Explain ...</li> <li>4. Phrase or short-sentence answers</li> </ol> <p>➤ <b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary.</li> <li>2. Introduce new academic vocabulary and model how to use it in a sentence.</li> <li>3. Provide visuals and make connections with student's background knowledge as much as possible.</li> <li>4. Ask questions that require a short answer and are fairly literal.</li> <li>5. Introduce charts and graphs by using easily understood information such as a class survey of food preferences.</li> <li>6. Have students re-tell stories or experiences and have another student write them down. The ELL student can bring these narratives home to read and reinforce learning.</li> <li>7. In writing activities, provide the student with a fill-in-the blank version of the assignment with the necessary vocabulary listed on the page.</li> <li>8. Provide minimal error correction. Focus only on correction that <u>directly interferes with meaning. Reinforce learning by modeling</u></li> </ol>

	the correct usage.
Intermediate Fluency (BICS)	<p data-bbox="469 465 794 501">➤ <b>Characteristics:</b></p> <p data-bbox="469 517 619 553">The student</p> <ol data-bbox="469 595 919 685" style="list-style-type: none"> <li>1. Has good comprehension</li> <li>2. Makes some grammatical errors</li> <li>3. Limited academic writing skills</li> </ol> <p data-bbox="469 734 1066 770">➤ <b>Approximate Time Frame: 3-5 years</b></p> <p data-bbox="469 808 833 844">➤ <b>Teachers prompts:</b></p> <ol data-bbox="469 880 1315 969" style="list-style-type: none"> <li>1. What would happen if ... ?</li> <li>2. Why do you think ... ? Ex. Why do you think the pigs were able to outsmart the wolf?</li> </ol> <p data-bbox="469 1014 727 1050">➤ <b>Strategies:</b></p> <ol data-bbox="469 1090 1334 2018" style="list-style-type: none"> <li>1. Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities.</li> <li>2. Use graphic organizers and thinking maps and check to make sure the student is filling them in with details. Challenge the student to add more.</li> <li>3. Help the student make connections with new vocabulary by instructing him or her in the etymology of words or word families such as, "important, importance, importantly."</li> <li>4. Create assessments that give students an opportunity to present in English after they have had an opportunity to practice in pairs or small groups.</li> <li>5. Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.</li> <li>6. Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students focus on strategies to get the meaning of new words.</li> <li>7. Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning. Check the results as a class.</li> <li>8. Introduce idioms and give examples of how to use them appropriately. For example, "Let's wind up our work." What's another way you could use the phrase "wind up?"</li> <li>9. Starting at this level, students need more correction/feedback, even on errors that do not directly affect meaning. They should be developing a more advanced command of syntax,</li> </ol>

	<p>pragmatics, pronunciation, and other elements that do not necessarily affect meaning but do contribute to oral fluency.</p> <p>10. It may also be helpful to discuss language goals with the student so you can assist in providing modeling and correction in specified areas.</p>
<p>Advanced Fluency (CALP)</p>	<p>➤ <b>Characteristics:</b></p> <ol style="list-style-type: none"> <li>1. The student has a near-native level of speech.</li> <li>2. Initiates and sustains a conversation without a classroom topic (near native); will make occasional grammatical errors</li> <li>3. Responds with elaborate language</li> <li>4. Reads quality children's literature</li> <li>5. Uses story and poetry patterns in writing</li> <li>6. Edits own writing but still requires academic support in writing</li> </ol> <p>➤ <b>Approximate Time Frame:</b> 5-7 years</p> <p>➤ <b>Teachers prompts:</b></p> <ol style="list-style-type: none"> <li>1. Decide if ...</li> <li>2. Retell. ...</li> </ol> <p>➤ <b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Students at this level are close to native language fluency and can interact well in a variety of situations. Continue to develop language skills as gaps arise by using the strategies listed above. Although the student may seem completely fluent, he or she still benefit from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas.</li> <li>2. Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary.</li> <li>3. Demonstrate effective note-taking and provide a template.</li> <li>4. Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills.</li> </ol>

### 3.3.3. Planning Instruction for ELLs

This section will be devoted to the examination of the instructional strategies that have been the sources for the development of our lessons. It provides teachers with a comprehensive overview for good classroom practices which can be implemented independently of the specific focus of a particular lesson. All these strategies are research-based. “Research-based” is a buzzword today for teachers when it comes to choosing modes of instructions, curricula, and forms of assessment. Particularly since the advent of the No Child Left Behind Act (NCLB), teachers can no longer rely solely on their knowledge of best practices or their years of experience” ( Hill and Flynn, 2006: 5).

Hill and Flynn (2006) offer the result of a meta-analysis of over 100 studies of instructional strategies, spanning 30 years, which shows nine categories of strategies that have been recognized as successfully leading to an increase in academic achievement. These are: 1) Setting objectives and providing feedback, 2) Nonlinguistic representations, 3) Cues, questions, and advance organizers, 4) Cooperative Learning, 5) Summarizing and note taking, 6) Homework and practice, 7) Reinforcing effort and providing recognition, 8) Generating and testing hypothesis and 9) Identifying similarities and differences. For reasons of space, we shall discuss in this section only those categories that we have used in the design of our lessons. Before getting into the discussion, we offer figure 3.6., Effective Instructional Strategies for ELLs serve as an expository advance organizer of the points that are going to be addressed in this subsection:

Figure 3.6., Effective Instructional Strategies for ELLs

## Effective Instructional Strategies for ELLs.

<p>1) Setting objectives and providing feedback.</p> <p><b>Learning objectives:</b> Statements about what a student will gain from a course or activity.</p> <p><b>Feedback.</b> Information or statements of opinion about something, such as a new product, that provide an idea of whether it is successful or liked.</p>	<ul style="list-style-type: none"> <li>➤ <i>1. A. Objectives:</i> <ul style="list-style-type: none"> <li>1. A.1. <i>Language objectives:</i> listening, speaking, reading, writing.</li> <li>1. A.2. <i>Content objectives:</i> Science, social studies, art, music, etc.</li> </ul> </li> <li>➤ <i>1. B. Feedback:</i> <ul style="list-style-type: none"> <li>1. B.1. <i>Timely.</i></li> <li>1. B. 2. <i>Criterion reference:</i> Rubrics.</li> <li>1. B. 3. <i>Corrective.</i></li> </ul> </li> </ul>
<p>2) Nonlinguistic representations</p> <p><b>Non-linguistic representation</b> is expression using images, sound, touch and movement.</p>	<ul style="list-style-type: none"> <li>➤ <i>2. A. Short (1991:8):</i> <ul style="list-style-type: none"> <li>2. A.1. <i>Realia.</i></li> <li>2. A. 2. <i>Modeling and demonstrations.</i></li> <li>2. A. 3. <i>Audio reading.</i></li> <li>2. A. 4. <i>Hands-on activities.</i></li> </ul> </li> <li>➤ <i>2. B. Marzano, Pickering, &amp; Pollock (2001):</i> <ul style="list-style-type: none"> <li>2. B. 1. <i>Scaffolding.</i></li> <li>2. B. 2. <i>Content Area.</i></li> <li>2. B. 3. <i>Cooperative Learning.</i></li> <li>2. B. 4. <i>Simulation Learning.</i></li> <li>2. B. 5. <i>Kinesthetic learning.</i></li> <li>2. B. 6. <i>Note-taking.</i></li> </ul> </li> <li>➤ <i>2. C. Hill &amp; Flynn (2006: 37-43):</i> <ul style="list-style-type: none"> <li>2. C. 1. <i>Graphic Organizers.</i></li> <li>2. C. 2. <i>Symbolic Representations.</i></li> <li>2. C. 3. <i>Mental Pictures.</i></li> <li>2. C. 4. <i>Physical Models.</i></li> <li>2. C. 5. <i>Kinesthetic Activities.</i></li> </ul> </li> </ul>

3) Cues,  
questions, and  
advance  
organizers

➤ 3. A. Cues.

➤ 3. B. Questions.

3. B.1. *Characteristics of Good Questions:*

✓ 3. B. 1. 1. Focusing on Content Area.

✓ 3. B. 1. 2. Tiered Questions. Bloom's Taxonomy.

✓ 3. B. 1. 3. Wait time.

3. B.2. *Types of Questions:*

✓ 3. B. 2. 1. Simich-Dudgeon (1998):

- Question-response-evaluation.
- Questions-response-feedback.
- Student-organized interaction.

✓ 3. B. 2. 2. Marzano et al. (2001):

❖ 3. B. 2. 2. 1. Inference questions: Clues + Background knowledge = Inference.

❖ 3. B. 2. 2. 2. Analytical questions.

• 3.B.2.2.2.1. Comparing / Contrast Questions.

• 3.B.2.2.2.2. Classifying Questions.

• 3.B.2.2.2.3. Inductive Reasoning Questions.

• 3.B.2.2.2.4. Deductive Reasoning Questions.

• 3.B.2.2.2.5. Analyzing Errors Questions.

• 3.B.2.2.2.6. Constructing Support Questions.

➤ 3. C. Advance Organizers.

3.C.1. Narrative.

3.C.2. Expository.

3.C.3. Skimming. SQ3R

4) Cooperative Learning	Refer to chapter 2, section 2.2.2.3.2.
5) Homework and practice	In the Classroom <i>A Toolkit for Effective Instruction of English Learners</i> (n.d.b.), the National Clearinghouse for English Language Acquisition (NCLELA).
6) Reinforcing effort and providing recognition	Extrinsic vs. Intrinsic Motivation. Raffini (1996). Intrinsic Motivation: <ul style="list-style-type: none"> <li>- <i>Autonomy.</i></li> <li>- <i>Competence.</i></li> <li>- <i>Belonging and Relatedness.</i></li> <li>- <i>Self-Esteem.</i></li> </ul>

### 3.3.3.1. Setting objectives and providing feedback

➤ *I. A. Objectives:* Setting clear learning objectives<sup>16</sup> and presenting them to students at the very beginning of a lesson would help them to: a) Not feel overwhelmed by the new information, b) Know exactly on what they should be focusing and c) Set clearly defined goals and objectives. Students can create their own electronic portfolio where they can keep track of their objectives.<sup>17</sup> Teachers must set content and language objectives for ELLs since NCLB demands evidence of improvement in both areas. “Just as language learning cannot occur if we only focus on subject matter, content knowledge cannot grow if we only focus on learning the English language” (Hill and Flynn, 2006: 22).

All the lessons of our writing program contain language and content rubrics. Refer to any lesson to see an example.

<sup>16</sup> **Learning objectives:** Statements about what a student will gain from a course or activity. These are specific statements about exactly what a student should know, be able to do, or value as a result of accomplishing a learning goal. Learning objectives form the basis for curriculum and course development as well as testing. [http://sacs.utdallas.edu/sacs\\_glossary](http://sacs.utdallas.edu/sacs_glossary)

<sup>17</sup> **Electronic Portfolio.** An electronic portfolio can be access at: [http://www.tltguide.ccsd.k12.co.us/instructional\\_tools/Strategies/Feedback/Portfolio.ppt](http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Feedback/Portfolio.ppt)

1. A. 1. *Language Objectives*. In order to define language objectives, teachers must reflect on the elements of the four skills of language (listening, reading, speaking, writing) they want their students to develop. An easy way to clearly set language objectives is by answering to the questions: “What are the language functions students are going to need for this current lesson (Ex. identify, explain, clarify, categorize, etc)? What is the academic vocabulary they must possess in order to fully comprehend the lesson? “McLaughlin and colleagues (2000) report that over time, an enriched vocabulary program can close the gap in vocabulary knowledge and reading comprehension between ELLs and English dominant students” (Hill and Flynn, 2006: 27) What are the language structures they are going to need (questions, past tense, writing a sentence, writing a paragraph)? and, at a more general level, What language do students need to have in order to complete the assigned task? (Ex. Future tense, idioms, sequencing words, etc.)

1. A. 2. *Content Objectives*: Statements that identify what students should know and be able to do in particular content areas. They support school district and state content standards and learning outcomes, and they guide teaching and learning in the classroom. Objectives presented both in writing and orally during the launch of the lesson tell the students what the content of the lesson will be. It is revisited during the summary of the lesson to assess for understanding.<sup>18</sup>

➤ 1. B. *Feedback*.<sup>19</sup> Students can improve their achievement when effective feedback is provided in a consistent and efficient manner. Teachers must be aware of the fact that when dealing with ELLs: “Language is not about perfection. It’s about communication. A teacher must be willing to accept mistakes and errors in speech before

---

<sup>18</sup>In Lowell Public Schools, Massachusetts. “Content Objectives”.

<http://www.lowell.k12.ma.us/administration/departments/usip-common-language-2006-07/content-objectives>

<sup>19</sup>**Feedback**. Information or statements of opinion about something, such as a new product, that provide an idea of whether it is successful or liked.

<http://dictionary.cambridge.org/define.asp?key=28350&dict=CALD&topic=information-and-messages>

fluency can develop, or the student will be less likely to make progress” (Curtin, 2009: 41). In order for feedback to be effective it has to be:

1. B. 1. *Timely*: It should be provided within a certain period of time. Postponement of students’ feedback reduces its significance for learning (Wilburn and Felps, 1983).

1. B. 2. *Criterion reference*: A good way of providing feedback is by implementing the use of rubrics. Rubrics are a visual way of making students aware of the criteria that is required for success. Therefore, rubrics can help students set up their own personal learning goals that will allow them to achieve the desired learning outcomes. Scholastic offers an online rubric maker<sup>20</sup>. Criterion-referenced<sup>21</sup> feedback grants the appropriate type of assistance for implementing students’ learning (Crooks, 1988; Wilburn and Felps, 1983). Many writing rubrics can be found in the writing lessons. You can refer to lesson 26 to see one example.

1. B. 3. *Corrective*: It is related to student’s answers and it is instructive.

According to Brisk (2007: 37) ELLs instructors have to be careful when providing feedback to their students and try to keep a balance between accuracy and correction. On

---

<sup>20</sup> **Rubric Maker:** <http://teacher.scholastic.com/tools/rubric.htm>

<sup>21</sup> **Criterion Reference:** "An assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather than just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard." Wildemuth (1985) adds that a criterion-referenced test is useful in helping teachers identify and plan remedial instruction for students who need help in specific areas.

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as8lk3.htm>

---

the one hand, it can discourage students when used inappropriately; for example, when too much correction is provided, it can block students' short term memory. On the other hand, and considering the fact that ELLs may be surrounded by non-native speakers, they have to be guided towards acquiring the operating rules of the L2.

Students get the opportunity to re-learn something when teachers explain why and where a mistake has been made. The more information that is provided about particular mistakes, the more opportunities the student has to understand how to fix it and avoid making it again in the future (Walberg, 1999). Oral language mistakes must be addressed by the teacher by restating what the student said using the appropriate grammar, pronunciation or vocabulary. Thornbury (1999) and Brown (2000) state that the use of effective feedback, on the part of the teacher, is one of the best tools ELLs have when acquiring another language. These authors affirm that if ELLs are not corrected on an effective timely manner, it will not be possible for them to perform satisfactorily in the L2. Consequently, their language proficiency will stop evolving and they will permanently retain the errors they make when expressing themselves in the L2. Hill and Flynn (2006: 31-32) refer to Thornbury to present some examples of appropriate corrective feedback. Thus, we may correct a student by: 1) Repairing what the student said using the correct grammar. Ex. (Student). I like the color of your feet fingers nails. (Teacher). I like the color of your toe nails, 2) Pointing to the mistake the student made. Ex. (Teacher). 'Toes', 3) Asking the student to clarify what he/she said. Ex. (Teacher). I'm sorry, I didn't understand what you are trying to say, 4) Offering reactive teaching and explaining students the nature of the mistake/error. Ex. (Teacher). When we are talking about our feet we use the word 'toes' to refer to the digits of the feet.

---

### 3.3.3.2. Non-Linguistic Representations

According to Marzano, Pickering, and Pollock (2001), knowledge is mainly acquired in two ways: a) through linguistic representations<sup>22</sup> (words), and b) from nonlinguistic representations<sup>23</sup> (sensorial). The use of both systems makes it easier for students to process information. “Because ELLs cannot rely solely on linguistic ability to learn and retain knowledge in a new language, nonlinguistic methods of learning are particularly important for them” (Hill and Flynn, 2006: 36). Since linguistic representations have been traditionally included in the classroom (through lectures, readings, etc.), we shall focus on how to implement nonlinguistic representations (graphs, concept maps, idea webs, and computer simulations, etc.) in the classroom.

➤ 2. A. Short (1991: 8) recommends the following nonlinguistic representations for ELLs:

2. A. 1. *Use of realia*. Real life objects: Television timetables, Restaurant menus, Postcards (Writing), Utility bills, Application forms, Classified adverts, Recipes, Instruction manuals, Adverts & flyers, Coins, Insects, etc.).

2. A. 2. *Implementation of modeling, demonstrations and visuals*. The effectiveness of modeling and demonstrations is implemented by using lots of visual aids. Recommended visuals are: graphs, charts, photographs, pictures, graphic organizers, demonstrations, role-plays, hands-on activities, games, etc. Some pieces of advice to take into account when using visual aids are: a) They must be free of spelling mistakes, b) The details of the visual aids should be visible from each angle of the class, c) Teachers

---

<sup>22</sup> **Linguistic representation** is the word-based means of thinking about and recalling knowledge related to words. Talking and reading presents information linguistically.  
[http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/nonlinguistic\\_representations\\_what\\_we\\_know.asp](http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/nonlinguistic_representations_what_we_know.asp)

<sup>23</sup> **Non-linguistic representation** is expression using images, sound, touch and movement.  
[http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/nonlinguistic\\_representations\\_what\\_we\\_know.asp](http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/nonlinguistic_representations_what_we_know.asp)

should always speak with their backs to the visual aid and their eyes on the audience, d) Visual aids must be put away when not being directly used in the lesson. The use of visual aids is clearly justified by the US department of labor<sup>24</sup> by stating that: a) There is a positive correlation between the retention of information and the use of visual aids. Thus, there is a 30% to 60% higher chance of remembering information when this is presented visually as compared with information presented orally, and b) The sense of sight is the one that plays the biggest role in acquisition and retention of information, being responsible for the 83% of the information we process through our sensory memory and later on store in our long term memory.

2. A. 3. *Use of audio reading through audio books, film streams, videotapes, etc.*

2. A. 4. *Active participation through hands-on activities.*

➤ 2. B. Marzano, Pickering, and Pollock (2001) report their findings about how to implement nonlinguistic representations in the classroom. We have extended their views by adding the pertinent information that we have found in the most current research. We offer a summarized view below:

2. B. 1. *Scaffolding*. Teachers have to model how to work with nonlinguistic representations so to ensure successful use of these instruments by students. Teachers should provide scaffoldings to clearly model how to find patterns, organize information, understand information (ex. How to interpret a Ven Diagram, a graph, a map, etc.) and make connections - so that the learner can complete (with assistance) the tasks that he or she could otherwise not complete. As the students' abilities increase the scaffolding provided by the teacher is progressively withdrawn. The ultimate goal of the educator when using the scaffolding teaching strategy is for the student to become an independent

---

<sup>24</sup> In: "Presenting Effective Presentations with Visual Aids." United States Department of Labor.  
<http://www.osha.gov/doc/outreachtraining/htmlfiles/traintec.html>

---

and self-regulating learner and problem solver (Raymond, 2000; Olson and Pratt, 2000; Bransford, Brown, and Cocking, 2000; Chang, Sung, and Chen, 2002).

2. B. 2. *Content Area*. The use of nonlinguistic representations in content areas offer students the opportunity to make connections with real life and create representations of their understanding.

2. B. 3. *Cooperative Learning*. The use of nonlinguistic representations benefit from cooperative learning since students' interaction (sharing and discussing different questions) will allow them to improve their thinking skills.

2. B. 4. *Simulation Learning*. This type of learning involves the representation of a real life situation through technology (computer programmed-simulation). Simulation learning allows learners to practice collaborative learning; it enhances their cognitive, social and leadership skills. Furthermore, it allows students to make predictions, test outcomes, repeat difficult skills, practice unusual cases that a learner may face in real-life, etc. Also, according to the computer software that the student may be using, simulates can develop: a) reading skills – students have to read the instructions carefully in order to play a game -, b) logical thinking – Ex. Somebody has to enter a building. How can you open a locked door? -, c) observation skills, d) map reading, e) vocabulary development, f) problem solving, g) strategy planning, etc. Simulation learning is used in many different fields such as education (primary schools – Ex. Webquest, Treasure hunt, Vocabulary games, college – Ex. Nursing students practice in labs how to work with patients), industry and business (ex. Wall Street simulators, line production simulators, etc.), military (ex. Soldiers can learn military strategies), flight training (ex. Pilots practice how to flight an airplane in a simulation lab before actually flying a real airplane, Astronauts train in simulators before going in any mission) (Brewer, 2004; Shaffer, 2006; Yelland, 2006; Klopfer, 2008; Aldrich, 2009; Bonk, 2009).

---

2. B. 5. *Kinesthetic learning*. It is a teaching and learning style in which learning takes place by ‘doing’. Implementing kinesthetic learning in the classroom, while working with nonlinguistic representations, helps students to become natural discoverers. This type of learning can be integrated in the classroom by using colored markers to emphasize key points on flipcharts or white boards, highlighting a point using sensorial stimulations (provide gum, candy, scents, etc.), guiding learners through a visualization of complex tasks, and having students transfer information from the text to another nonlinguistic representation such as a keyboard or a tablet (Tileston, 2005; Sprenger, 2008; Lengel and Kuczala, 2010).

2. B. 6. *Note-taking*. Invite students to take notes in a way that is meaningful to them. Teachers should encourage students to use nonlinguistic representations such as sketches, graphs, mind-maps, symbols, etc. There are many benefits that come from this study skill such as: a) it develops auditory memory, b) it facilitates the selection of main ideas and the recognition of the organization of the material, c) it increases concentration, retention and understanding, and d) it fosters active participation and prevents distraction (Cotrell, 2008; Piscitelli, 2008; Wong, 2008).

➤ 2. C. Hill and Flynn (2006: 37-43) offers the following recommendations for using nonlinguistic representations with ELLs:

2. C. 1. *Graphic Organizers*. “Textbooks can often be too complicated for ELLs. Graphic organizers help them understand knowledge and store it in a different way” (Hill and Flynn, 2006: 38). Graphic organizers can help students by increasing their recall capabilities, assisting understanding information, creating interest, organizing thoughts, etc. There are many different types of graphic organizers. Some<sup>25</sup> of them are: a) Relational Organizers: storyboard, fishbone -- Ishikawa diagram, cause and effect web,

---

<sup>25</sup> In: Education Oasis. “Graphic Organizers.”  
[http://www.educationoasis.com/curriculum/graphic\\_organizers.htm](http://www.educationoasis.com/curriculum/graphic_organizers.htm)

chart, b) Category/Classification Organizers: concept mapping, KWL tables, mind mapping, c) Sequence Organizers: Chain, Ladder, Cycle, d) Compare Contrast Organizers: Digital dashboard, Venn diagrams, e) Concept Development Organizers: story web, word web, circle chart, flow chart, f) Options and Control Device Organizers: mechanical control panel, graphical user interface.

2. C. 2. *Symbolic Representations*<sup>26</sup>. Teachers should encourage students to create their own particular symbolic representations so to make sure students can understand text by making connections between new and old information. Ex. Students can represent a story by drawing different sketches of people (to represent the word ‘people’), by drawing animals instead of writing their names, and by drawing a happy face instead of writing the word ‘happy’ etc.

2. C. 3. *Mental Pictures*. Mental images are the mental representations that we, consciously or unconsciously, create in our minds when we imagine an object, event, or scene, which is not currently present to our senses (McKellar, 1957; Richardson, 1969; Finke, 1989; Thomas, 2003). Frequently, people perceive these occurrences as come back memories or re-enactment of concrete past experiences. In other occasions, individuals may perceive mental images as wanted or dreaded, future experiences. Consequently, imagery is considered to play a crucial role in memory and in motivation as well as being deeply implicated in visual-spatial reasoning and inventive thinking. Thus, mental images are a fundamental piece of nonlinguistic thought and are an essential component of creativity (Yates, 1966; McMahon, 1973; Paivio, 1986). “When ELLs listen or read, creating ‘a movie in the mind’ helps them to understand and store knowledge. Using all five senses can help them produce rich mental images” (Hill and Flinn, 2006: 38). Hibbing and Rankin-Erickson, (2003: 758–770) report students repeatedly have difficulty generating visual images when reading. Most frequently, learners tend to use fix-up strategies that just target decoding. Consequently, comprehension decreases. A possible explanation for this situation may be provided by the fact that even though students are

regularly confronted with visual representations (ex. television, video, and computer technologies) those representations have been created ‘for’ them not ‘by’ them. As a consequence of the natural fragmentation and constructed nature of mental images, sometimes they are not precise pictures of whole thought as compared to linguistic representations. Nevertheless, they can have an influential effect on our thoughts owed to their intensive and vivid nature. Hill and Flynn, (2006: 38) defend the benefits of inviting students to visualize what they are learning and to describe the experience using their senses.

#### 2. C. 4. *Physical Models.*

Hill and Flynn (2006: 39) advocate the use of physical models with ELLs. These authors state that since physical models are visual representations of objects, students can have the opportunity to access information about a particular idea by examining the model. In the words of Hill and Flynn (2006: 39): “Any three-dimensional form can be a physical model. For ELLs, the very act of constructing a concrete representation establishes an ‘image’ of the knowledge, so they do not have to depend solely on words.”

2. C. 5. *Kinesthetic Activities.* The use of TPR (Total Physical Response) is highly recommended for instructing ELLs. It was a method developed by James Asher (1977). The main idea behind TPR is that our brain is biologically capable of acquiring any natural language. This method was popularized by its author Bertha Segal Cook, who poses that ELLs can best learn by implementing the TPR approach in the classroom, since research has proven that this method aids the acquisition and retention of vocabulary specially in the case of beginning students. Segal’s methodology presents students with different game-like activities where students first develop oral skills (first

---

<sup>26</sup> **Symbolic representation** - something visible that by association or convention represents something else that is invisible; "the eagle is a symbol of the United States."

listening then speaking) in L2. Next, they begin reading and writing. In the words of Hill and Flynn (2006: 40): “Segal’s methodology centered on the belief that reading and writing skills would be acquired after a firm foundation in listening and speaking was established.”

### 3.3.3.3. Cues, questions, and advance organizers

In order for students to be able to construct new meaning, they have to be able to create connections between new and old information (their previous background knowledge). Teachers can help students access their background knowledge, as well as inform them of what they are about to learn, by using cues, questions, and advance organizers (Marzano et al. 2001).

➤ 3. A. *Cues*<sup>27</sup>. They are words or phrases that proficiently set a path to discover the meaning of a particular subject. Good cues are: a) accurate, b) essential to the task to be performed, c) few in number, and d) relevant to the learners’ stage of development (English, 2004; Kern, 2006; Ainsworth et al. 2007). Yoshida and Smith (2005: 90-95) observed how the use of linguistic cues aids comprehension:

One remarkable fact about early lexical learning is how good children are at it, seeming to learn a whole category from hearing a single thing named. Children do this by exploiting cues to category structure by learning, for example, that solidity predicts shape-based categories, and non-solidity predicts material based categories. The addition of redundantly correlated linguistic cues reinforces children’s learning of the links between perceptual cues and category structure. This effect was predicted by studies and

---

<http://www.thefreedictionary.com/symbolic+representation>

<sup>27</sup> **Cues:** a source of information. In reading, children may use contextual, grammatical, graphic and phonological cues to work out unfamiliar words. Fluent readers orchestrate different cues and cross-check. <http://nationalstrategies.standards.dcsf.gov.uk/glossary/145/lettera>

models of adult category learning. In implicit learning tasks, adding a redundant correlation increases the strength of other associations (Billman and Knutson, 1996).

➤ *3. B. Questions.* Most of the interaction between teachers and students is done through questions (Marzano, Pickering, and Pollock, 2001). Asking the right type of questions allows students to develop higher level thinking by aiding learners in: making connections, drawing inferences, developing awareness, fostering creative and imaginative thought, enhancing critical thinking processes, and exploring deeper levels of knowing, thinking, and understanding (Lindley, 1993; Erickson, 2007). The continuous use of questions during a lesson offers students the opportunity to practice their new language. Moreover, when teachers ask questions, students are encouraged to interact with their peers, which allows them to increase their confidence as well as improving their speaking skills (Simich-Dudgeon, McCreed and Schleppegrell, 1988).

### *3. B.1. Characteristics of Good Questions:*

*3. B. 1. 1. Focusing on Content Area:* The implementation of questions which target content area focus on what is really important to each particular lesson increases learning. (Alexander, Kulikowich, and Schulze, 1994; Risner, Nicholson, and Webb, 1994). "...ELLs need to focus on what is important, rather than on what is unusual, and they need to be able to filter out unnecessary information in order to grasp the critical concept" (Hill and Flyn, 2006: 45). Furthermore, and according to the NCLB, ELLs have to be instructed using content language. ESL pullout programs, where students work with an ESL teacher outside of the room and, therefore, miss part of their daily instruction, are no longer to be used. On the contrary, the homeroom teacher is responsible for creating the learning conditions that grant the successful education of these students. Hence,

teachers who have ELLs in their classrooms need to teach English through content by using a variety of scaffolding techniques (Curtin, 2009: 69).

3. B. 1. 2. Tiered Questions: When the right types of questions are used in the classroom, students have the opportunity to foster higher level thinking skills (Mueller, 1973; Redfield and Rousseau, 1981; Fillippone, 1998; Herrel and Jordan, 2004). Teachers must be aware of the students' stage of language acquisition when using tiered questions. "... a teacher can decide if a student can be expected to point, use one or two words responses, answer with short phrases (some grammatical errors acceptable), or produce longer sentences (fewer grammatical errors acceptable)" (Hill and Flynn, 2006:45). A research-based way of using tiered questions is by implementing Bloom's Taxonomy. (See section 2.2.2.3.1.)

3. B. 1. 3. Wait Time: When teachers wait for students' answers, after asking questions, students are given the advantage of increasing their discourse, as well as, interacting more with their peers (Fowler, 1975). Furthermore, when teachers provide students with 'think time' students feel more comfortable not only about their knowledge, but also about their language since they have had the opportunity of previously 'revising' in their mind what they are going to say before giving an answer. This has the positive consequence of increasing students' overall inclination towards participation in the classroom (Hill and Flynn, 2006: 46).

### 3. B.2. *Types of Questions:*

3. B. 2. 1. Simich-Dudgeon (1998) provides an account of different types of questions which seem to have positive results with ELLs. These are: 1) Question-response-evaluation. The teacher evaluates the answer immediately after this has been given by the student, 2) Questions-response-feedback. The teacher evaluates the answer

and provides feedback by paraphrasing what the student says, and 3) Student-organized interaction. The role of the teacher is that of facilitator among peers while students interact in small groups asking and answering questions (Hill and Flynn, 2006: 45).

3. B. 2. 2. Marzano et al. (2001) recommend the use of the following types of questions:

B. 2. 2. 1. Inference questions: They require students to make assumptions about content that they may be studying. Chikalanga (1992: 697) defines inferences as: “The cognitive process a reader goes through to obtain the implicit meaning of a written text on the basis of two sources of information: ‘the propositional content of the text’ (i.e. the information explicitly stated) and ‘prior knowledge of the reader’.” Thus, we can conclude that inferences are educated guesses of something that is not directly written or said in a conversation. When we make an inference, we use the evidence (details/clues that are written or said) and our background knowledge to make an educated guess. In order to provide a clearer understanding of what inferences are, figure 3.8 is offered to provide a format that serves as an example of how to help ELLs to make inferences:

**Figure 3.8. Steps for making Inferences. Created by Maria Isabel Garcia Garrido**

<p><b>Read the text below and complete the boxes in order to make your own inference.</b></p> <p>“We were <u>on our way to her boyfriend’s house</u>. I didn’t know Susan was a <u>race car driver</u>, but she was driving as if she <u>had never read that section, in the rules of the road, where they talk about ‘speed limit’.</u>”</p>		
<b>Clues from the Text / Evidence</b>	<b>What I know</b>	<b>What this makes me think (Inference)</b>
1) ‘.....on our way to her boyfriend’s house’	<p>I know it says “Her boyfriend’s house” that it doesn’t say “her boyfriend’s mom and dad’s house.”</p> <p>I know that when people get to a certain age they tend to live by themselves instead of living with their moms and dads.</p>	This tells me that her boyfriend must be living by himself.
2) ‘race car driver ..... had never read that section, in the rules of the road, where they talk about ‘speed limit’	<p>I know race car drivers compete with other cars and the one who is the fastest wins the race.</p> <p>I know there is a book called ‘the rules of the road’ where they talk about the speed limits of different roads.</p>	This tells me that Susan must be speeding towards her boyfriend’s house.

3. B. 2. 2. 2. Analytical questions: These questions require students to examine what they are studying in complex ways. In figure 3.9., we present different types of

analytical questions. We have incorporated throughout our lessons some definitions and helpful tips that we have found in different teaching websites.

**Figure 3.9. Types of Analytical Questions**

<i>Types of Questions.</i>	<i>Examples.</i>
<p><b>1. Comparing / Contrast Questions.</b></p> <p>Compare-contrast is the process of identifying how things are alike and different. Teaching Strategies that have been found effective in teaching the compare-contrast text structure include:</p> <ol style="list-style-type: none"> <li>1) Teaching the vocabulary that signals the compare-contrast structures. Some compare signal words are: similar, like, still, likewise, in the same ways, in comparison, at the same time, in the same manner. Some contrast signal words are: however, on the other hand, but, yet, nevertheless, conversely, rather, on the contrary, nonetheless, in contrast.</li> <li>2) Teaching the two general kinds of compare-contrast structures, for example: 2.1. The whole-to-whole (divided) pattern of comparison (A+B), i.e., the first thing is discussed in entirety, and then the second thing is discussed. 2.2. The part-to-part (alternating) pattern of comparison (A/B + A/B), i.e., elements of the first thing are discussed, then elements of the second. This process is then repeated.</li> <li>3) Teaching the use of graphic organizers while reading and writing.</li> </ol> <p><a href="http://www.literacymatters.org/content/text/compare.htm">http://www.literacymatters.org/content/text/compare.htm</a></p>	<p>Ex. How is a cat similar / different to a lion?</p>
<p><b>2. Classifying Questions.</b></p> <p>Questions that categorize, compartmentalize or assort things into classes or categories of the same type.</p> <p><a href="http://wordnetweb.princeton.edu/perl/webwn?s=classification">http://wordnetweb.princeton.edu/perl/webwn?s=classification</a></p>	<p>Ex. How can you classify these triangles?</p>
<p><b>3. Inductive Reasoning Questions.</b></p> <p>This is the logical process in which we proceed from particular evidence to a conclusion which, on the basis of that evidence, we agree to be true or probably true. Such thinking is also often called <b>empirical reasoning</b> or <b>empiricism</b>. It requires evidence (facts, data, measurement, observations, and so on).</p>	<p>The following is an example of an Inductive Argument:</p> <p>Premise 1. You know that a man named Miguel</p>

<p><a href="http://records.viu.ca/~Johnstoi/arguments/argument2.htm">http://records.viu.ca/~Johnstoi/arguments/argument2.htm</a></p>	<p>lives in your building.          Premise 2: Miguel is tall and thin.          Premise 3. You see the silhouette of a tall thin man at the end of your corridor. You only see his back.</p> <p>Inductive reasoning question: Based on your observations, who do you think the man is?</p> <p>Conclusion: It is likely that the man at the end of your corridor is Miguel.</p>
<p><b>4. Deductive Reasoning Questions.</b></p> <p>Deductive reasoning works from the more general to the more specific. Sometimes this is informally called a "top-down" approach. We might begin with thinking up a <i>theory</i> about our topic of interest. We then narrow that down into more specific <i>hypotheses</i> that we can test. We narrow down even further when we collect <i>observations</i> to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data -- a <i>confirmation</i> (or not) of our original theories. It's the opposite of inductive reasoning.</p> <p><a href="http://www.socialresearchmethods.net/kb/dedind.php">http://www.socialresearchmethods.net/kb/dedind.php</a></p> <p>"Deductive reasoning" refers to the process of concluding that something must be true because it is a special case of a general principle that is known to be true. For example, if you know the general principle that the sum of the angles in any triangle is always 180 degrees, and you have a particular triangle in mind, you can then conclude that the sum of the angles in your triangle is 180 degrees.</p> <p><a href="http://www.math.toronto.edu/mathnet/questionCorner/deductive.html">http://www.math.toronto.edu/mathnet/questionCorner/deductive.html</a></p>	<p>Ex. Based on the general principle that the sum of the angles in any triangle is 180 degrees, what would be the measure of the third angle of a triangle if two of its angles measure 65 degrees each?</p>
<p><b>5. Analyzing Errors Questions.</b></p> <p>Analyzing Questions: this type of questions invite the students to consider something in detail in order to discover essential features or meaning.</p> <p><a href="http://wordnetweb.princeton.edu/perl/webwn?s=analyze">http://wordnetweb.princeton.edu/perl/webwn?s=analyze</a></p> <p>Consequently, analyzing errors questions focus on finding the</p>	<p>Ex. How is the information misleading?</p> <p>Ex. What are the main errors/mistakes you can observe in ...?</p>

errors/mistakes that may be leading to the wrong conclusion.	
<p><b>6. Constructing Support Questions.</b></p> <p>A paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are <i>supporting details</i>.</p> <p>Determining Supporting Details</p> <ol style="list-style-type: none"> <li>1. Decide which details help to further the story line.</li> <li>2. Decide which details help you to understand the main idea.</li> <li>3. Answer question raised by the main idea (who, what when, why or how).</li> </ol> <p><a href="http://manoa.hawaii.edu/learning/PDFhandouts/StudySkills/MAIN%20IDEAS%20AND%20SUPPORTING.pdf">http://manoa.hawaii.edu/learning/PDFhandouts/StudySkills/MAIN%20IDEAS%20AND%20SUPPORTING.pdf</a></p>	<p>Ex. What are the main elements/details that are helping you understand the story?</p>

➤ 3. C. *Advance Organizers*. Advance organizers were first developed by American psychologist David Ausubel who tested the hypothesis that: “....learning and retention of unfamiliar, meaningful verbal material can be facilitated by the advanced introduction of relevant, subsuming concepts or organizers” (Ausubel, 1960: 267). An advance organizer is used to present information prior to learning. According to Ausubel (1963: 82): “An advance organizer is designed to give learners a general overview of the new material before the actual confrontation, and it creates a cognitive connection between established knowledge and new material in terms of the relevant concepts, therefore, it enhances the familiarity and learn-ability of new material...”. Kloster and Winne (1989: 9) advocate that advance organizers may facilitate learning because they “...supply a learner with a new cognitive structure so that the new information can be connected to it...” and that advance organizers “...cue students to assemble links between new information and more abstract, general, and inconclusive information that the students already know...”. Advance organizers are used to: 1) help students connect previous background knowledge with the new information they are going to learn, 2) to prepare them for what they are going to learn so they can focus on new information, 3) to

aid students organizing and interpreting new incoming information, 4) to provide a visual representation of the important information which allows the acquisition of new vocabulary and facilitates reading comprehension, and 5) to show students the relationship between the different ideas presented in a lesson or unit, etc. (Ausubel, 1960; Bromley, Irwin-DeVitis and Modlo, 1995; Woolfolk, 2001; Mayer, 2003). The positive effect of the use of graphic organizers in reading instruction has been highly documented. Some of the results are: 1) they grant meaningful learning, 2) they enhance reading comprehension, and 3) they facilitate the acquisition of new vocabulary, etc. (Herron, 1994; Hanley, Herron, and Cole, 1995; Chun and Plass, 1996; Herron, York, Cole, and Linden, 1998; Evans, 2003.)

In order to ensure understanding and comprehension while using advance organizers, teachers are encouraged to use sheltering techniques such as: 1) Visuals: a) Creating a power point that goes along with the idea that is being presented to students, b) Using facial expressions, gestures, pantomime and acting out the main ideas, c) Bringing pictures, photos, drawings, etc., 2.) Using controlled vocabulary: a) Offering a list of the key concepts that are going to appear in the unit or lesson so they become familiar with new words and concepts that may interfere with their overall comprehension, b) Using simple vocabulary, synonyms, high-frequency words, reduction of idiomatic expressions, shorter simple sentences, clear expression and articulation, 3) Using hands-on manipulatives and realia, and 4) Modelling language, etc. (Echevarria, Vogt, Short, 2000; Marzano et al. 2001).

3. C. 1. *Types of Advance Organizers.* Advance organizers can present themselves in a plethora of ways. For reasons of space, we are going to discuss only three of them.

3. C. 1. 1. Narrative: An organizational framework that takes the form of a story. The teacher will present the most important concepts of the lesson or unit by telling a

story that includes these concepts. When teaching ELLs, teachers must be aware of the different levels of language development that may be present in the classroom (Marzano et al. 2001; Hill and Flynn, 2006).

An example of a narrative advance organizer can be found in our writing lessons. In lesson 22, for example, students are encouraged to write an expository essay titled: ‘Someone very important in my life’. Because they have to describe a person, the teacher reads students a story about her father. In order to facilitate understanding, the teacher follows these steps: 1) teacher shows students a graphic organizer (with the intention of offering a quick visual of the most important elements to discuss in the composition of the essay and also to show students how to store information in a graphic organizer), 2) teacher uses a power point presentation, breaking each individual paragraph into pieces and adding numerous pictures and images (that provides support for unknown words), and 3) teacher reads the narrative advance organizer (a modified version has been previously shown –using the power point) where the most significant vocabulary has been highlighted with colors to make sure that students focus on important vocabulary and to guide students reading.

3. C. 1. 2. Expository: An organizational framework is used to present either: 1) the meaning and purpose of the activity that is going to take place or 2) new or complex information that is going to be learned (Marzano et al. 2001). Numerous examples of expository advance organizers are used all over our writing lessons. Students are presented different charts that explain the basic elements that are included in a personal narrative (see lesson: 41), an expository essay (see lesson: 18) and a persuasive essay (see lesson: 13). Other expository advance organizers offer information about how to describe a person (see lessons: 18, 19), an object (see lesson: 24), an animal (see lessons: 27, 28, 29) and food (see lesson: 32).

**Describing my father. By Maria Isabel Garcia Garrido.****1. INTELLECTUAL ABILITY**

1.1. Possessing Ability: **Intelligent.**

1.2. Lacking ability: NA (Not Applicable)

**2. ATTITUDES TOWARDS LIFE**

2.1. Looking on the bright side or negative side of things: **Optimistic.**

2.2. Outward looking or inward looking: **Extroverted.**

2.3. Calm or not calm with regard to attitude to life: **Confident.**

2.4. Practical, not dreamy in approach to life: **Down-to-earth.**

2.5. Feeling things very intensely: NA

**3. ATTITUDES TOWARDS OTHER PEOPLE**

3.1. Enjoying others' company: **Sociable.**

### **Describing my father. By Maria Isabel Garcia Garrido.**

(You have to explain why you think this way. You have to provide examples that support your ideas. You should include "real speech". Remember when somebody is talking you use inverted commas. This is a sample of what I would write).

When talking about my father's intellectual ability, I have to say my father is very **intelligent**. Even though he did not attend college, he is very literate. He knows all the capitals of the world. He is aware of the diverse political and economical situations of many different countries. He also knows a lot about history, farming, chemistry, physics, math and .... He can have a conversation about many different topics and provide very interesting and reliable facts. Sometimes, you even prefer to talk to him instead of watching TV; he can be a lot more entertaining.

My father's attitude towards life is a very positive one. He is very **optimistic**. He tends to believe things will always have a positive outcome. I think this view of life is a result of his **confidence**. A perfect example, where you could see his **optimism** and his **confidence**, would be depicted by the following situation. This year, when he was planting his water melons. Most people thought the melons were going to be a failure. On the contrary, he told my mom: "No, I know these water melons are going to be sold fast and we'll make a lot of money", and, of course, that was the case.

Further exhibitions of his positive attitude towards life are shown by his **extroverted** character and his **down-to-earth** approach to life. To begin with, he enjoys being surrounded by people. He loves to go out, have fun and enjoy life. My father cannot deny I am his daughter; at least, I inherited these "interests". Hahahhaha.... Also, he can provide effective solutions to problems because he is always capable of understanding the situations where he is at. (To be continued)

3. C. 1. 3. Skimming: It is a way of reading fast that involves searching for visual clues to meaning. It refers to the situation when the teacher grants students the opportunity to preview the material that is going to be studied by allowing them to just focus on what stands out the most (words in bold/italics/underlined, headings and subheadings, etc.) (Carver, 1992; Buzan, 2000; Duggan and Payne, 2009).

Hill and Flynn (2006: 51-52) encourage teachers to train students in the use of the Survey, Question, Read, Recite and Review (SQ3R) strategy before getting into skimming. "SQ3R has long been popular with ESL teachers because it engages students in each phase of the reading process, including skimming. This activity would need to be teacher directed and modeled before students can do it on their own." It is a five step reading method elaborated by Francis P. Robinson (1961) where students have to be active participants of the reading process by elaborating on the material they read. Thus, the steps are:

Step 1. Survey what you are about to read. Look at the book as a whole and then move onto observing each one of its pieces: title, index, chapters, highlighted words, headings and subheading. Read the first and final lines and a summary if available. Ex. What type of essay is this one? Is it a personal narrative, expository or persuasive? Who is the author? What is the title?

Step 2. Question yourself: What is the meaning of this title? What do I know about this topic? Try turning the title, headings and subheadings into questions. Ex. How is this essay similar to another essay I have read/written before? How does each section of the essay tell me what type of essay it is?

Step 3. Read to find the answer to the questions you have generated during the previous steps.

Step 4. Recite. Without checking what you have just read, try to find out if you can recall what you just read. You should be able to retell what you have read using your own words.

Step 5. Review. This final step will help you store the information in the long term memory. You should create your own particular summary by recording the main ideas in the way that is most significant for you. Ex. Graphic organizer, mind map, flow chart, etc.

#### 3.3.3.4. Cooperative Learning

As this issue has previously been dealt with in detail because of its relevance for the present study, we shall not include any further comment here. However, please refer to chapter 2, section 2.2.2.3.2. for refreshing information on cooperative learning.

#### 3.3.3.5. Homework and practice

The amount of homework assigned to ELLs will vary depending on their level of language acquisition. The National Clearinghouse for English Language Acquisition (NCLELA) has an online resource called *In the Classroom, A Toolkit for Effective Instruction of English Learners* (n.d.b.) where they offer a varied selection of research-based lessons, activities, and homework guideline for ELLs in grades kinder through 6th ( Hill and Flynn, 2006: 7-78), such as:

- Concrete, nonlinguistic examples such as photographs, objects visuals organizers, graphics, demonstrations, notes, or outlines.
- Opportunities for students to ask questions and discuss assignments orally.
- Native language support through bilingual tutors, instruction, or materials.
- Peer support for note taking and homework.

- Modified or additional instructions.
- Tips and strategies for learning.

(Hill and Flynn, 2006:77-78).

### 3.3.3.6. Reinforcing effort and providing recognition

Krashen and Terrell's "Affective Filter" hypothesis (1983) very clearly supports the rationale that underlies reinforcing student's effort and providing recognition. This theory poses that some emotions, such as anxiety, may negatively impact the acquisition of a second language. This is the case because these 'negative' emotions raise an invisible wall that holds back communication in two ways: 1) When the ELL is speaking, he/she cannot find the right words to express his/her ideas, 2) When the ELL takes the role of the listener, the affective filter prevents him/her from processing the language input. This counterproductive situation may damage the ELL self-esteem (Krashen, 2003). Thus, helping students to improve their performance goes hand in hand with aiding students to recognize their attitudes and beliefs about the way they approach the learning task. Curtin (2009: 130), quoting Bandura (1986), states that "When all students understand that success in learning is within their control and is attributable to their level of effort, then they become more self-efficacious." Hill and Flynn (2006), in turn, emphasize that by reinforcing students' effort the learners can attain a better understanding of the built-in correlation between effort and achievement.

Teachers must explicitly teach students the importance of effort. This recommendation will benefit ELLs and English-dominant students alike. It involves telling students personal stories from your own life about times when effort led to success. You can also provide students with examples from the lives of well-known people (e.g., sports stars, historical figures, political leaders). If it is an Olympic year, remind students to pay attention to the "up-close and personal" stories of the athletes, which are loaded with examples of effort leading to achievement. One rarely hears

athletes credit their success to luck. Consider asking ELLs to share their language learning experiences. English-dominant students may not have any conception of what it takes to learn a second language (Hill and Flynn, 2006: 88).

Teachers must be aware of the fact that the greater the students' motivation, the greater their effort. Most frequently, teachers will motivate their students by using rewards and punishments. These motivating tools mainly target the development of extrinsic motivation. When these are the only means used to encourage students to learn, they don't develop a passion for learning that is of their own. Consequently, they may not internalize the material presented by the teacher. Students learn best when they 'learn because they want to learn'; therefore, a fundamental job of a teacher is to aid students to become independent learners. The best way to accomplish this goal is by raising intrinsic motivation. When students are motivated they: 1) Can achieve learning goals, 2) Increase their effort and energy in order to successfully complete a particular task, 3) Increase their autonomy and persistence in the completion of activities, 4) Develop cognitive processing, and 5) Improve their performance (Chauncey and Walser, 2009; Kirby and McDonald, 2009; Willingham, 2009). The best way of motivating students to learn is by fostering the development of their intrinsic motivation since it shall lead students to become independent learners (Raffini, 1996).

As mentioned above, there are two main types of motivation: a) extrinsic and b) intrinsic. On the one hand, extrinsic motivation is most frequently used in classroom since not all students are always intrinsically motivated. It is the type of motivation that gets students to do something when they expect a reward from part of the teacher (play a game if they do what they are supposed to be doing, get good grades, etc.) On the other hand, intrinsic motivation takes place when students choose to do an activity based on the mere satisfaction that comes from the activity itself (Heider, 1958; Deci, 1972; Deci and Ryan, 1985; Deci and Flaste, 1996; Bandura, 1997). When students are intrinsically motivated, they set their own goals and they react positively when new challenges are

presented to them. According to Raffini (1996: 3), intrinsic motivation is “fueled by students’ psychoacademic needs to control their own decisions (autonomy), to do things that help them feel successful (competence), to feel part of something larger than themselves (belonging and relatedness), to feel good about who they are (self-esteem), and to find pleasure in what they do (involvement and stimulation).”

According to research, there is a strong connection between levels of intrinsic motivation and academic achievement (Lavoie, 2007; Henning, 2008; Marshall, 2008). Raffini (1996) identifies a number of activities that can be done in order to enhance students’ intrinsic motivation. Raffini (1996:17) considers that “the single most important strategy for building a sense of autonomy in students is to provide them with choices”. Activities that can be used to help students develop *autonomy* are: creating short and long term goals (see lessons 38 and 39), creating a list that identify the skills where they want to be evaluated (see lesson 23), creating activities where they have to identify their career choice (see lessons 24 and 25), using advance organizers, etc. “...it is necessary to create an environment where students can discover that their serious efforts towards learning makes it possible for them to attain a sense of academic competence” (Raffini, 1996: 68). Activities that can be used to help students enhance *competence* are: reflecting on what they are learning (see students’ self-assessment in writing lessons), creating their own success contract (see lesson 40), using grading rubrics (see lesson 35), reflecting on all the things they can successfully accomplish (see lessons 6 and 38), etc. As Raffini (1996: 121) affirms: “Human beings strive to establish contact, support, and a sense of community with others. These emotional bonds foster and maintain feelings of cohesion and contentedness, and it is through this relatedness that individuals come to know themselves and worthy and capable”. Activities that can be used to help students increase *belonging and relatedness* are: using cooperative strategies, writing about the good qualities of others (see lessons 13 and 16), using ice breakers (see lesson 8), etc. In Raffini’s words (1996: 181): “Self-esteem has been defined as appreciating one’s own worth and importance, having the character to be accountable for oneself, and acting responsibly towards others”. Finally, activities that can be used to help students enhance

*self-esteem* are: creating a list about all their good qualities (see lesson 17), acknowledging their uniqueness (see lesson 18), and writing about themselves (see lessons 18 and 19) among others.

### **3.3.4. Placing English Language Learners**

It is important to note that federal law requires that all English learners must receive education that provides access to the curriculum and opportunities to develop the English language. The districts are given sufficient scope to identify programs and language of instruction. The placements (and the names attributed to them) will vary according to the geographic location. There are no specific federal instructions as to how these programs must be organized as long as they have an unambiguous support system for ELLs in place. Educators must be aware of the particularities of the program their particular state uses with ELLs (Curtin, 2009: 13).

The simplest distinction, among the different programs, is that they use two languages for instruction. As we mentioned earlier (see section 3.2.3.4.), Congress passed Title VII of the Elementary and Secondary Education, creating bilingual education programs which are defined as programs that use two languages (one of them must be English). Since the adoption of this law, many funds have been earmarked for bilingual education. Funding may be used for materials and opportunities for teachers and administrators in order to expand knowledge. Several sub-programs have been formed, but all of them have two things in common: they teach English, and they provide access to the general curriculum through the language spoken at home (Lessow-Hurley, 1990).

In order to better understand the educational system in which the present study took place and, therefore, the methodological decisions made in line with it, we next offer a summarized overview of the available programs that can be found in different states or districts:

#### 3.3.4.1. Transitional / Early Exit Bilingual Education Program

The transitional bilingual education programs are designed to serve students who do not have a high level of English. They provide instruction in the primary language for one to three years. The purpose of primary language instruction is to generate the ability to read, write, and bring a range of academic content that can facilitate the study of English and academic development in the extent to which students gain the new language. After the transition to English instruction, any type of class will be taught in English. The aim is to develop English proficiency in students who have a high level of understanding in the L2 (Curtin, 2009: 15). In regard to the district where this research was carried out, a transitional classroom involves the teaching of content using both languages, English and Spanish, for the same amount of time. Thus, English is used during 50% of the daily instruction and Spanish during the other 50%. Science, reading (mainly guided reading) and writing are taught in English. Math, social studies and more reading and writing are taught in Spanish. As Faltis and Hudelson (1998: 26) highlight: “The objective is to move the learners out of the native language and into the English classroom as quickly as possible. For this reason, these programs often are referred to as ‘early exit’ bilingual programs”.

#### 3.3.4.2. Maintenance / Late Exit Bilingual Education Program

This type of education differs from transitional bilingual education because in this type of teaching, the mother tongue instruction is spread throughout the primary grades; and, in many cases, may even be in high school. Likewise, instruction in English also occurs across all grades. The purpose of bilingual education is to provide sustained development and maintenance of the teaching of native language while acquiring and perfecting the second language, in this case, English. Accordingly, the purpose of the program is to acquire the full bilingualism and the ability to read and write in two languages. The educator who delivers instruction in this type of program must be proficient in both languages; students’ L1 and English. This program is based on the

theory of Common Underlying Proficiency; which poses that developing L1 will benefit the development of L2 since students will transfer their language skills from the L1 to the L2. Most frequently, this type of program is only maintained up to third grade (Faltis and Hudelson, 1998: 30-31; Curtin, 2009: 14-15).

#### 3.3.4.3. Immersion

Originally developed in Canada, such programs are developed to teach a minority language to students of a majority language. For example, in Canada, students whose first language is English, learn a second language like French. In the U.S., English speakers study languages such as Spanish or German. In immersion programs, students receive instruction, both orally and in writing, in the second language to develop competence in second language while acquiring academic content. Special techniques are used to help them understand, participate and learn in the second language. The teaching of subjects is given in the second language. The ultimate goal of these programs is to generate the perfect bilingualism and the ability to read and write in English and in the minority language for native-speakers. Therefore, we can say that immersion education programs have been developed for majority-language students. Canadian Immersion programs have been extensively studied and evaluated by the Ontario Institute of Education Sciences (Krashen, 1985; Perez, 2004; Brisk, 2006; Fortune and Tedick, 2008).

#### 3.3.4.4. Structured English Immersion

Structured English Immersion programs are designed to teach English to students of a minority language through the teaching of subjects in English. There are two important differences between the Canadian model (explained above) and structured English immersion. In Structured English Immersion, the first language of students, a minority language, is not developed through instruction. However, in the Canadian model, the students' native language is developed through the teaching of content areas.

The goal of the Canadian model is full bilingualism and the development of the dual ability to read and write in both languages. By contrast, the English immersion model is aimed at acquiring the ability to read and write well in English, but does not promote the development of the first language in any of its aspects (Krashen, 1985; Perez, 2004; Brisk, 2006; Fortune and Tedick, 2008). “This is when ELLs are taught regular content with sheltering techniques. Language is taught within the regular classroom but by a teacher who is trained in using these types of sheltering techniques” (Curtin, 2009:16).

#### 3.3.4.5. Two-Way Immersion

In this program, native and non-native speakers receive instruction together in a single classroom. Therefore, during 50% of the day students speak the native language, while the other 50% speak the targeted second language. Instruction time is also divided into two halves: one half is devoted to teaching in one language and the other half to the teaching of the other language. This way, “Students benefit from socializing with each other and learning from each other” (Curtin, 2009: 15).

#### 3.3.4.6. Sheltered English or SDAIE

SDAIE stands for Specially Designed Academic Instruction in English. This model is regarded as being most effective for English Language Learners by a large number of researchers (Curtin, 2009:16). Taking into account the theories of authors such as Krashen and Cummins, this type of teaching approach was originally intended to teach academic content in English to ELLs who have acquired intermediate fluency in English. They present knowledge in a way that is comprehensive to students. Thus, they use the strategies presented in section 3.3.3. (Curtin, 2009).

### 3.4. CONCLUSION

In this third theoretical chapter, we have provided a comprehensive overview of the main events that have given birth to what is nowadays considered to be ELLs, proceeding from the origins of the teaching of English as a second language to the up-to-date ELLs educational system in the US.

We first began by describing the linguistic historical background of the United States of America. We observed that one of the characteristics of this country, since its declaration of independence from the United Kingdom, was its linguistic diversity. We referred to the findings of a noteworthy author, Crawford (2005: 96-97), who accounted for more than 150 different languages spoken all over the country by early 1664. We also mentioned the variety of attempts that have been made to eliminate the co-existence of this multiplicity of languages; being the most current ones the endeavors of organizations such as U.S. English and English First, which strive to make English the official language of the United States. Besides, we discussed how currently it is up to each state to decide upon the official language that they want for the state. Thus, we stated that thirty out of the fifty states have declared English as their official language.

We do agree with the fact that having a nation speaking a common language may facilitate communication at all levels. We can also appreciate the reasoning behind making English the official language of the United States; since English is indisputably the most spoken language of this country. If the official language of the United States becomes English, and everybody speaks English, all people have equal opportunities to develop. Nevertheless, we cannot disregard the motto that appears in the Seal of the United States, *E Pluribus Unum*, which comes to remind us the United States is a multilingual nation formed by people with diverse linguistic and cultural backgrounds. Also, the Declaration of Independence of the US declares all men are created equal and have the right to the pursuit of happiness. If people are defined by their culture there is not a better way of representing their values and traditions than their language. If we outlaw languages we are going against the needs of current global economy. Cultivating

and nurturing other languages benefits not only the relationship among different residents and citizens of this country, but also the political affairs among countries. It was in 1863 when Abraham Lincoln delivered his famous speech, The Gettysburg Address, where he stated the government of the United States was “*Of the people, by the people and for the people*”. We must embrace history. A government who is truly ‘of the people, by the people and for the people’ does not favor a language and reject others, but grants all citizens the possibility of reaching *The American Dream*.

We continued by focusing on the evolution of the teaching of English as a second language. We saw its birth in 1911 at the University of Michigan. It was not until 1933 when, thanks to the Good Neighbor Policy of President Roosevelt, this type of education received economical support. We overviewed the key elements that played an important role in the creation of bilingual programs in the 1960s: a) the role of Chicano and Latino activists, b) the Cuban political refugees who made their new home in Florida, and c) the war on poverty declared by President Lyndon B. Johnson. We went on to outline the development of Bilingualism through the legislation of three main acts: a) The Elementary and Secondary Education Act (ESEA), b) Title VII: The Bilingual Education Act of 1968, and c) The No Child Left Behind Act of 2001. We ended this section by focusing on the benefits of bilingualism. Previous to the 1960s, bilingualism was described as a detriment. Several decades later, numerous research studies would prove exactly the opposite. One example was provided by the fact that bilingualism fosters children’s linguistic and educational development.

Therefore, we accept as true that the teaching of languages may aid students to get a better understanding of the world we live in. We judge that speaking more than one language cannot hurt any individual. On the contrary, we consider that bilingualism expands people’s horizons and fosters understanding, tolerance and respect for other cultures; something that could be one of the stones in the road to global piece.

Ensuining, we focused on the needs to effectively identify ELLs in order for education to be most successful. Here we mentioned the steps that school personnel

follow in order to place students: a) Home Survey, b) Placement Test, c) Committee Consensus, d) English Time Allocation and Parental Consent, and e) Chronological Testing. Next, we dealt with the need to identify ELLs individual stage of language acquisition so that educators can recognize what are the strategies and activities that best address the needs of these students. Among all the outstanding theories of second language acquisition, we addressed the findings of James Cummins and Stephen Krashen. Cummings made the distinction between BICS (Basic Interpersonal Communicative Skills - social language) and CALPS (Cognitive Academic Language Proficiency - academic language). With this division he tried to offer an explanation for the cases of students who sound like proficient native speakers but do not perform at the proficient level. Krashen talked about five stages of language acquisition: a) Preproduction or Silent Period, b) Early Production, c) Speech Emergence, d) Intermediate Fluency, and e) Advance Fluency. In our opinion, understanding all these stages is of extreme importance if we really want our students to move to the next level of language development. As Piaget and Vygotsky theorized, learning requires the assistance of others. We teachers can be the best scaffolding for students' development when we are aware of the stage they are in.

Next, we presented the nine categories of strategies that have been recognized as successfully leading ELLs to an increase in academic achievement: 1) Setting objectives and providing feedback, 2) Nonlinguistic representations, 3) Cues, questions, and advance organizers, 4) Cooperative Learning, 5) Summarizing and note taking, 6) Homework and practice, 7) Reinforcing effort and providing recognition, 8) Generating and testing hypothesis and 9) Identifying similarities and differences. We ended the section devoted to the teaching of ELLs by describing the different bilingual programs available in the US: a) Transitional Bilingual Education, b) Maintenance Bilingual Education, c) Immersion, d) Structured English Immersion, e) Two-Way Immersion, and f) Sheltered English or SDAIE.

Bearing in mind all these strategies, the characteristics of the different bilingual programs, as well as our appreciation of the many positive benefits of a polyglot society,

we endeavored to create a writing program that would best serve the needs of these students and would allow ELLs to develop their writing skills. Thus, this third theoretical chapter has served us to provide a concluding point to the reasons that lead us to the development of the writing lessons. We will finish this chapter with the following poem that attempts to make the reader reflect on the importance of addressing ELLs (Faltis and Hudleson, 1998:177).

In the United States, they first annihilated the native peoples, taking their  
languages and cultures,  
and I didn't speak up because I wasn't Indian.

Then they brought in slaves from Africa, taking their languages and  
cultures,  
and I didn't speak up because I wasn't African.

Then they restricted the use of non-English languages, calling people who  
used them un-American  
and I didn't speak up  
because I wasn't a dark-skinned immigrant.

Then they forbade the use of Spanish by Mexican children, and immersed  
them in English-only classrooms  
and I didn't speak up  
because I wasn't Mexican.

Then they introduced transitional bilingual education to get children as  
quickly as possible into English  
and I didn't speak up  
because I wanted to teach.

Then they told me not to use so much of the students' language and  
Cultural ways in class  
and I didn't speak up  
because I might have lost my job.

Then they told me that I had to use only English with children who come to school speaking a language other than English and by that time no one was left to speak up.

*Chapter 4:  
Writing  
with  
ELLs*

#### **4.1. INTRODUCCION**

In view of the information in the preceding chapters, regarding the elements that play an important role in the education of ELLs, we shall at this point explore the pedagogical implications of teaching writing to these students. As Miles (2002: 1) testifies, while teaching writing to ELLs, teachers must contemplate not only the difficulties that accompany the production of written communication but also the student's English proficiency level. For that reason, educators should create lessons that not only aid students in developing their language but also lead to understanding and acquiring strategies to be used while writing.

In order to attain a deeper insight into what most authors consider is the notion of a well written text, we shall concentrate on three major aspects. We shall commence by examining the writing process. During this section, we shall focus on the possible sources that make writing a difficult task. Also, we shall provide a succinct amount of general recommendations and activities that can be carried out in order to aid students become familiar with the different stages of the writing process. We shall go on to describe the main characteristics of the three different types of essays students have composed (personal narrative, expository and persuasive). Finally, we shall then explain the rubrics that have served as evaluation tools. These comprehensive guidelines will enable us to create a solid starting point for a teaching methodology that targets the development of writing skills; as we do during our writing lessons.

#### **4.2. CHALLENGES THAT ACCOMPANY WRITING**

Whereas in speech the actual realization of linguistic elements is only one component, and by no means always the most important component, of the communication, in written language almost the whole burden of the communication falls on linguistic elements. Almost, because there are certain graphological devices which fulfill something of the function of the paralinguistic elements in speech – punctuation,

underlining, capitalization and so on- but compared to the resources available to spoken languages they are very few, and very limited in communicative capacity (Allen and Davies, 1977: 164)

Before beginning this discussion we will specify what is meant by writing: “Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be “writing” if we are merely making a list of words, as in inventories of items such as a shopping list” (Byrne, 1979: 1). Thus, the term writing is used to define the creation of an original text using the linguistic and intellectual resources of each individual. We must, at this point, divert our attention from those activities which do not require authors’ creativity (e.g. Fill in the gaps) (Hudelson, 1988).

According to Allen and Davies (1977), written language has to compensate for the absence of paralinguistic elements present in the spoken language. Given the difficulty of accurately formulating the true communicative intention, the author has to use a different array of linguistic signs. This ensures that the written message contains the required details that will allow the understanding of the intended message. Writing incorporates the use of a wide range of linguistic resources that serve several functions. Two of them are: 1) the modal function, which serves to indicate the writer’s attitude about what is being written and 2) the metalinguistic function, used to specify what the writer wants to communicate with each of the terms used (Allen and Davies, 1977: 166-7).

In order for communication to be successful there has to be a recipient who understands the message. As Byrne notes (1979: 2), we must be much more explicit when we write than when we talk if we want the message to reach its target. During oral communication the speaker gets a twofold feedback: 1) Verbal: Oral communication

takes place in a context where at least one of the parties, most frequently the speaker, uses a language that relates to the specific situation that is being described. The recipient's response shows whether the communication failed or was successful, and 2) Non-verbal: The speaker does not need to provide as many explicit details (as are required in the written communication) because the listener can infer meaning from non-linguistic signs (facial expressions, pointing to something, images, etc). On the contrary, in written communication, the listener is not present and therefore the author cannot get any response. Thus, we can say that prosodic language resources are not present when writing. Byrne (1972: 2) asserts that writing demands the author to consider the situation as a whole. Therefore, writers must consider that by using specific text features (e.g. precise vocabulary, structure, context, etc.) they must transfer their own individual thoughts from their minds to the readers. Finally, we need to point out that not all advantages are on the side of spoken language. Contrarily, when we write we have time to evaluate the extension to which we have accomplished the encoding process of our thoughts. We can re-evaluate our sentences, re-read our texts; check everything we wrote until we are completely satisfied with the outcome of our writing.

According to Hedge (1988), the teaching of writing implies the daunting task of fostering creativity while developing basic skills. This is because language is the result of experiences contributed by everyday life and linguistic disciplines. When the teacher faces the task of helping a child write, the educator has to take into account two points of view. On the one hand, teachers have to deal with text structure; which will focus on issues such as grammar, vocabulary, spelling, etc. On the other hand, one must not forget the importance of imagination and encourage the student to develop certain skills such as wit, humor, sense of history, and so on. Hence, while students are faced with a set of constraints that impede the acquisition of a high level of expressiveness much has to do with the nature of writing by itself.

Numerous researchers have shown that few students have proficient writing skills. According to Byrne (1979) writing is a difficult activity not only in L2 but also in the

mother tongue. Byrne (1979: 5) reflects on the difficulty of this process stating: “We have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.” Furthermore, in today’s world, the time devoted to the family has been drastically reduced. We face a growing trend where parents are mainly focused on their work with little time left to spend with the family. This implies that a very important source of language development is diminishing. Consequently, the child does not have the opportunity to produce oral language and therefore fluency takes longer to develop. This problem is not only attributable to the family, but also to the school environment. The number of pupils in the classroom is excessive in many cases. Teachers are forced to teach with textbooks which are adapted to state standards which often have nothing to do with the reality that best adjusts to the situation of students (especially in the case of ELLs). Gould and Gould (2002: 5-6) offer the following idea to try to avoid this problem:

Tell parents to talk with their children. Talk about a specific topic. Retell the events of a day. Explain why they liked or disliked a particular event or occasion. Structuring language for an oral outgoing message requires similar thought processes to the writing exercise. When you share a story, movie or television program, discuss it. This is the most natural way to reinforce the comprehension skills that are a part of the reading program.

What about classroom applications? Sometimes kids need to see the big picture. Show students the way that the language arts fit together. We need to remove the aura of mystery from the act of writing. Showing kids that “talking on paper” is all that writing really is can remove the barriers for many kids.

Hedge (1992: 16) identifies several key elements that students have to master in order to become proficient writers. These are: 1) Organization. The ideas have to be

organized to enable the reader to navigate through the piece of writing in a meaningful way, 2) Accuracy. So there is no ambiguity of meaning, 3) Focus. The author must remember that there is a single focus and that it has to be sustained through the whole piece, and 4) Word choice. The writer must be vigilant in choosing vocabulary, grammatical patterns, and sentence structures to generate a style which is suitable to the subject matter and possible readers. Along with all these critical factors, ELLs may encounter the added difficulty of moving from one writing system to another. For example, in the case of Chinese students who are studying English they have to transfer from a logossyllabic writing system into a language that uses an alphabet. For this reason, when teaching ELLs, educators must take into consideration the influence of the varied social experiences, as well as the educational and cultural characteristics of each native language since all these factors will play an important role in the development of the L2 (Hedge, 1992).

Historically speaking, the study of writing has long been the most neglected area of language throughout the history of second language acquisition and production. Nevertheless, by the end of the 1960s this situation changed. Studies on the development of writing in the first language raised the interest in discovering how ELLs develop their second language writing. Authors such as Edelsky 1986, Hudelson, 1986, and later Samway 1987, Urzua, 1987, contributed many ideas about how to help students develop their second language writing skills. These can be summarized as follows:

*1) Encouraging children to write at any stage of their language acquisition.* ELLs can create their own meaning while still learning English. Therefore, teachers should encourage ELLs to compose essays so they increase their knowledge of the writing conventions of the new language.

*2) Implementing cooperation and collaboration.* ELLs benefit from interaction with other writers; they can offer their own feedback to the works of others as well as including others' suggestions in their own pieces of writing.

3) *Understanding individual differences.* Similar to other language skills, different learners develop their writing skills at different times. Teachers must always be aware of the different stages of language acquisition of each student in order to provide them with the appropriate techniques and strategies that will most benefit their specific learning situation. (See section 3.3.)

4) *Evaluating the classroom environment.* According to Stephen Krashen's "Affective Filter" hypothesis, there are many 'affective variables' – such as motivation, self-confidence and anxiety – that affect second language acquisition. Consequently, it is very important that students perceive the classroom as a safe and motivating environment in order for them to learn adequately (Krashen, 1987, 1988).

5) *Understanding cultural differentiation.* The particular idiosyncrasy of each culture determines the functions of language. Accordingly, the educator must be aware of the fact that children may come to the classroom with their own perception about the purposes of writing as well as their function as creators of writing.

6) *Fostering the balanced development of L1 and L2. Common Underlying Proficiency (CUP).* In 1980 Cummins coined the term 'Common Underlying Proficiency' (CUP). His theory states that when people learn a language (different from their native language) their previous experience writing in their L1 will help them write in the L2. This will be the case when the L1 has been effectively instructed and there is enough motivation and exposure to learn the L2; in that case, the students will transfer proficiency from the L1 to another language L2 (Cummins, 1984, 2000; Muñoz-Sandoval, Cummins, Alvarado and Ruef, 1998).

Hudelson (1988: 3) also offers a set of interesting suggestions to be implemented in the process of writing specific classroom activities, which have proven to be very useful for the designing of our methodology:

- 1) Use diaries or journals to promote fluency in writing and to help students see writing as one means of self-expression ( Kreeft et al., 1984).
- 2) Utilize personal narratives and writing workshop techniques to help learners become comfortable with the craft of drafting, sharing, and revising their pieces (Samway, 1987; Urzua, 1987).
- 3) Make the reading-writing connection by exposing ESL learners to a wide variety of literary forms in reading and then provide opportunities for learners to construct their own forms to share with others (Allen, 1986; Flores et al., 1985).
- 4) Incorporate various writing activities into content-area units so that ESL learners will experience the kinds of writing that will be expected in disciplines across the curriculum.

### 4.3. TEXT TYPES

According to the Princeton Word Net search, a text is: “The main body of a written work as distinct from illustrations or footnotes etc”.<sup>1</sup> A text is functional language. It has a particular function in a particular context; what is in opposition to what single words or sentences in isolation would be. A text is actually a semantic unit that must be approached from two perspectives, namely as a process and product. It is a product because it is the result of something that can be studied, something that has a certain construction which can be represented. On the other hand, it is a process that is a continuous course of semantics choice (Chandler, 1990, 1992, 1993, 1994, 1995; Rogers, 2005).

There are many different types of texts. Nevertheless, for reasons of space, in this section we shall focus only on the ones that we have been practicing with our students. These are: personal narrative, expository and persuasive. In order to describe them, we shall devote attention to the information offered by the Illinois State Board of Education (ISBE) website. The guidelines that appear on this website are relevant since, during our

writing lessons, not only have we attempted to develop the writing skills of our students but to prepare them for the writing portion of the ISAT<sup>2</sup>. Furthermore, we have used the ISBE writing assessment rubrics, along with the 6 + 1 Traits of Writing assessment rubrics, to evaluate the final product of our students. (See section 4.5)

We present next an overview of the main characteristics of each one of these types of texts. To compose this summary, we reviewed and compared the information from ISBE with other state websites as well as with the New Zealand curriculum exemplars webpage<sup>3</sup>. Our intention was to present our students with a more ‘universal’ writing guideline.

For further information on how to instruct ELLs in this type of writing, refer to the writing lessons; where we have combined the key elements that compose a particular type of text with the strategies identified as most successful with ELLs students. (See section 3.3.3.).

#### 4.3.1. Personal Narrative

In a personal narrative the author tells a story about a memorable event that happened to him/her at a particular time. The information is presented following a particular structure to ensure that the plot is clear. The three most frequent structures are: 1) Chronological order, 2) Flashback sequence, and 3) Reflective mode.

---

<sup>1</sup> <http://wordnetweb.princeton.edu/perl/webwn?s=text>

<sup>2</sup> **ISAT: What is the purpose of the Illinois Standards Achievement Test (ISAT)?** The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results will be used by parents, teachers, and schools as one measure of student learning. The state uses the results to report student achievement to the public. *For more information on ISAT, click here to go to the [Illinois State Board of Education website](http://www.ccsd15.net/CurriculumAndInstruction/StudentAchievement/HTML/ISAT.html).*  
<http://www.ccsd15.net/CurriculumAndInstruction/StudentAchievement/HTML/ISAT.html>

<sup>3</sup> New Zealand curriculum exemplars.  
[http://www.tki.org.nz/r/assessment/exemplars/eng/index\\_e.php#written](http://www.tki.org.nz/r/assessment/exemplars/eng/index_e.php#written)

The language used in a personal narrative tends to contain: 1) Past tense, 2) Sequencing connectors, 3) Action verbs, 4) Adverbs (which describe or add more detail to verbs), 5) Precise tone that sets up an overall feeling with sentences that create tension, excitement, etc, 6) First person personal pronouns (I, we), 7) Figurative language (alliteration, onomatopoeia, simile, metaphor, personification, etc.) may be used to make the story more vivid, and 8) Descriptive sensory details (Ex. He was a skinny boy with a blue shirt, red sneakers and long tied back hair).

A personal narrative should have three well differentiated main parts: 1) *Beginning*: It includes a hook that captures the reader's interest. (See lesson 21 to see some examples of hooks). Most frequently, it contains abbreviated background information with the intention of providing a hint about the relevance of the experience to be described, 2) *Middle*: During this section the author describes the setting. He/she answers the questions: a) Who: Ex. Who were you with? Who were the people who were involved in the event? b) What: Ex. What happened to you? c) When: When did it happen? d) Where: Where were you? e) How: How did it happen? How did it make you feel? f) Why: Why do you think it happened? 3) *End*: At this point, the author briefly restates the information given during the introduction in an interesting way. The end of the story should mention the outcome of the experience and the possible influencing life effects. Also, it must have a hook; which most frequently should be either a reminder of the main idea or a restatement of the feelings and emotions the situation caused and the way it affected the author's life.

In order to make the story interesting the author has to put the reader in the midst of the action allowing him to live through the experience that is being described. Achieving that goal would require the author to include: 1) Vivid descriptive details (using all the senses), 2) Carefully constructed dialogs that show the different characters' personalities, 3) Thoughts, 4) Opinions about the events that are taking place, 5) The mood and feelings the particular situation arouses, and 6) The importance of that past

experience and its impact on the author's present – if it has played a significant role in his/her personal evolution – (Kemper, Sebranek and Meyer, 2006: 162). In a nutshell, it shows rather than tells. The author accomplishes this purpose by: a) Selecting the pertinent details that are going to let the reader feel like he/she is experiencing directly, and b) Creating a dramatic effect that allows the reader to make a personal connection with what is being described. This would also apply to the other two types of writing described below.

For more information on how to teach students how to compose personal narrative essays refer to lessons 41-46.

#### **4.3.2. Expository**

In an expository text the author attempts to describe or inform an audience about a particular subject. The writer presents the topic without assuming that the reader possesses any prior knowledge about it. The author must state focus and present information in a very clear and organized manner. Common characteristics of expository writing are: 1) Focus on a main topic, 2) Inclusion of logical supporting facts, 3) Providing details, explanations, and examples and 4) Displaying efficient organization; which is manifested through clarity, smooth transitions, coherence and cohesion, sequential order, etc.

The language used in an expository essay tends to contain: 1) Present tense, 2) Sequencing connectors, 3) Action verbs, 4) Adverbs (which describe or add more detail to verbs), and 5) Specific vocabulary that describes the topic accurately.

As with personal narrative, expository writing should have three main parts: 1) *Introduction*: It includes a hook. It presents the topic in an objective manner, without giving an opinion. It can briefly advance the key points that are going to be elaborated on

in the body of the text, 2) *Body*: Contains vivid language. It develops in detail each of the central elements which may have been enunciated in the introduction. Each paragraph presents a single idea. The topic sentence expresses the central idea of the paragraph and is upheld by supportive sentences which expand, exemplify, clarify or sustain the main idea, 3) *End*: The end (as it will happen with persuasive texts) reaches a conclusion. It restates the information presented in the introduction in an interesting way. It has an ending hook. Some examples that could be used in this section are: a) Reminding the reader about the main idea. Ex. Remember that all moms are ..., b) Restating the feelings about the main theme. Ex. Brave, caring and hard worker are the main qualities of my mom, c) Briefly paraphrasing the most important points. Ex. In order to help the planet we have to reuse, reduce, recycle, d) Posing a final question on the matter. Ex. How do you think it would be to never have breakfast? e) Inviting readers to read more about the topic that is being discussed by providing references. Ex. If you want to find out more about Emotional Intelligence you can read the book by Daniel Goleman..., and f) Making a prediction. Ex. I know that you have learned about the benefits of EI, but you are going to feel like reading more about it.

There are different types of expository writing. We shall describe only the ones that our students have been practicing; description, and compare / contrast. We decided to focus on these two types due to the fact that they are the ones that most frequently appear on the ISAT test.

*Description.* Although descriptive writing is a mode of expository writing, we must specify that descriptions emerge in all types of writing. We include it in the expository section due to the fact that our students have focused on describing people, places, objects and animals as part of their expository writing assignments. We have identified the main elements that should be present in the above mentioned descriptions; which we offer in different advance organizers in lessons 18 through 35.

*Compare and Contrast.* In this type of essay the author needs to describe how two subjects are similar (comparison) or different (contrast). The author should use specific words signaling similarities (ex. also, as with, in the same way, just as, like, likewise, similarly, etc) and differences (ex. although, but, even so, however, nevertheless, otherwise, still, yet, etc). There are two classic organizational patterns of a comparison or contrast essay: 1) **Block arrangement of ideas.** The structure of this essay is as follows: a) *Introduction:* It includes a hook, the two (or more) elements that are going to be compared and the points of comparison that are going to be used. Ex. Could you imagine having the opportunity to live in two fascinating places at the same time? Granada and Chicago are two wonderful places to live in. The three main differences are life style, weather and outdoor activities. (Elements to be compared: Spain and Chicago; Points of comparison: life style, weather and outdoor activities), b) *Body:* It contains as many paragraphs as elements to be compared. Each element is fully described, using the points of comparison, in an individual paragraph. Thus, in the example offered above, we would have two different paragraphs: one dedicated to describe Granada according to life style, weather and outdoor activities; the other paragraph devoted to describe Chicago using the same points of comparison, c) *Conclusion:* Briefly summarizes the similarities and differences between the two elements that are being compared. The author makes reference to what he/she wrote in the body of the text. It also includes an ending hook. 2) **Point-by-point or alternating arrangement.** The structure of this type of essay is the same as the block arrangement of ideas. The main difference is that, with the point-by-point, the author will be comparing each element in each paragraph according to the points to be compared. If we go back to the example mentioned above, comparing living in Granada and living in Chicago, we would have three different paragraphs that would go as follows: Paragraph 1. Similarities and differences of the life style in Granada and Chicago. Paragraph 2. Similarities and differences of the weather in Granada and Chicago. Paragraph 3. Similarities and differences of the outdoors activities in Granada and Chicago.

For more information on how to teach students how to compose this type of compare and contrast essays refer to lessons 36-37

### 4.3.3. Persuasive Writing

In a persuasive essay the author seeks to influence the reader. The main purpose is to convince others to accept a point of view; which shall lead to do something that the writer wants them to do. In order to achieve this goal, the author needs to clearly state an opinion about the particular position he/she wants the reader to adopt. Also, the author needs to provide the reader with the necessary facts and examples that support his/her position.

The language used in a persuasive essay tends to contain: 1) Verbs used to communicate attitude: Ex. I think talking to teenagers is the best way to prevent unwanted pregnancy, 2) Conjunctions to: a) introduce examples that support the main points/reasons: for example, these include, as shown by, for instance, such as, etc, b) add further information to what has already been written: moreover, furthermore, another reason, in addition, etc., c) illustrate cause and effect: consequently, leads to, brings about, results in, etc., d) set up the other point of view: on the other hand..., and e) transition words to grant cohesion (signaling relations between sentences and parts of texts) and coherence (making a text semantically meaningful), 3) Emotive language to appeal to the reader's feelings. Ex. I am really worried/concerned about teenagers' future, 4) Modality used to illustrate the intensity of feelings. Verbs (should, must, may). Ex. You should care about your health, 5) Pronouns (I, we, us) used to make somebody agree with the position argued. Ex. We all know that lack of exercise is really bad for our health so we do exercise, 6) Thought provoking questions and rhetorical questions used to make the reader feel 'included' in the story, 7) Figurative language to add meaning, beauty or strength, and 8) Sound devices such as alliteration, onomatopoeia, etc. to create impact and effect.

A persuasive essay should have three well differentiated parts: 1) *Introduction*: It gets the reader's attention by using a hook. It forges common ground with the reader by mentioning a shared goal that would be attained. It includes a thesis statement where the author briefly outlines the key points that are going to be described. Example: [Hook:

Strong statement and research based data] Of all the problems affecting young teenagers, the one that bothers me the most is unwanted pregnancy. Some scientists say that getting pregnant at a very early age may have serious health issues. [Thesis Statement] In this paper I will describe the main physical and psychological problems that may affect pregnant teenagers. [Common ground]. By the end of this essay you will start your own campaign towards avoiding this situation, 2) *Body*: Most frequently there are three paragraphs. Each paragraph has a topic sentence based on a fact which provides evidence to sustain the opinion presented in the thesis statement presented in the introduction. There would be at least three or four sentences which act as secondary support in the form of examples and anecdotes to back the topic sentence, and 3) *Conclusion*: It contains a summary of the main points or reasons described through the paper. It reaffirms the thesis statement presented during the introduction. It may add personal comments, predictions, questions that aim at having the readers drawing their own conclusions or making their own predictions, recommendations which attempt to have the reader take a particular action, quotations as a way of summarizing, predicting, questioning, etc, calling for action and (if considered appropriate) an emotional plea.

In order to write an effective persuasive paper the author has to: 1) Use facts. Ex. Data obtained through research, real-life experiences, etc, 2) Introduce emotional anecdotes<sup>4</sup>, 3) Address a global goal. Ex. Caring for the future of children is something that..., 4) Appeal to the reader's sense of reason. Ex. If we don't pay attention to those students who are being bullied everyday then something horrible may end up happening, 5) Create a connection with the reader's sense of morality. Ex. Like you, I really dislike when men abuse women, 6) Provoke emotions from the reader. Ex. How can we call us good teachers if we ever give up in any one of our students?, 7) Expresses himself/herself with passion and confidence, but without sounding arrogant or disrespectful, 8) Engage the reader's attention by using vivid language and interesting data. Ex. Suppose that ..., what if..., 9) Address the reader to make him/her feel a part of the idea being defended,

---

<sup>4</sup> **Emotional anecdote.** An anecdote is a brief and fascinating tale, often a story taken from personal experience. Its purpose is to create a powerful and emotional illustration of why *your view* is the *right view* to hold. <http://www.englishbiz.co.uk/mainguides/persuade.htm>

10) Draw comparisons and analogies, 11) Anticipate opposing views and address them respectfully to get the reader closer to the author's point of view, and 12) Add authority by quoting the opinions of experts in the field, etc.

For more information on teaching students how to compose persuasive texts refer to lessons 13-17.

#### **4.4. WRITING TEACHING PROCEDURES**

When teaching students how to compose essays, we must look at writing from two different perspectives: 1) The process approach: how students compose their essay, and 2) The product approach: what type of essay the students have created. We shall begin this discussion by focusing on the process approach.

##### **4.4.1. The Process Approach**

During the process approach we analyze the different strategies and activities that instructors can use to help students develop well composed essays. Although modeling is essential, the final goal of the teacher is to create independent writers who have a vast array of strategies that assist them during the writing process. Most frequently, teachers train students to go through their essays in five different steps; which is called the five stages of writing

###### **4.4.1.1. Five Stages of Writing**

Most of the existing literature on writing instruction targets the process of writing. Writing has most frequently been taught utilizing five different steps: 1) Prewriting or planning, 2) Drafting, 3) Revising, 4) Editing, and 5) Publishing (Hayes and Flower, 1980; Raimes, 1983; Bereiter and Scardamalia, 1987; Tribble, 1996; Elbow, 1998; Ray, 1999; Gould and Gould, 2002; Seow, 2002; Thornbury, 2006; Lannon, 2008; among

others). Based on these readings, and our personal experience in the classroom, we have prepared a framework where we overview each one of these steps. Needless to say, we have made every endeavor to follow this framework in the designing of our lesson methodology.

*Step 1-Prewriting:*

*1) What it is:* During the prewriting step, students have the opportunity to think about the topic they want to write about. It is the time when students develop their ideas about a topic. At this point, the focus is not on structure but on gathering information.

*2) How to do it:* Teachers should model how to: a) Brainstorm, b) Use graphic organizers, c) Research different topics, and d) Create list of things to write about, etc.

*3) Example:* 1) The teacher asks an open ended question: ‘What is your favorite thing about summer?’ Teacher encourages students to talk about the topic and accepts all possible answers. Teacher can draw a bubble with the word ‘summer’ inside and ask students to name things associated with summer; teacher will write those answers all around the bubble, 2) Students can have formal or informal interviews with friends and adults about the topic of their essay; during their interview they will take notes that will serve as future references for their composition, 3) Teachers can present their students with pictures about different topics; the visuals will help students to think about their previous experiences, and 4) When students are not presented with a topic they can select one by: a) Thinking about things they know and choosing a topic from that list, b) Practicing ‘rapid writing’ (students are given 5 to 10 minutes to write freely about anything that comes to their mind) and select a topic from those ideas they jotted down, and c) Making observations (make notations about things, events, people they have observed, ...) and selecting one of them, etc.

*Step 2-Drafting:*

1) *What it is:* This is the time when students put their ideas into sentences and paragraphs. They have to be selective about the ideas they include; they don't have to write about all their ideas, they have to carefully choose what is most relevant to their paper. At this moment, the focus is on content not on mechanics. Also, during the drafting stage, they must select the audience their piece of writing will address and organize their paper so it contains an introduction, a body of the paper, and a conclusion. The introduction tells the reader what the story is going to be about. It contains an opening hook and a thesis statement. The body has different paragraphs (most frequently three). In each paragraph there is a topic sentence. The sentences that follow support this sentence with descriptive details (explain when it happened, how someone felt, how someone/something looked, etc). Sentences are joined together through transitional words. The conclusion restates the introduction, in a different way (avoids copying the same thing that appears in the introduction), and uses an ending hook.

2) *How to do it:* Teachers should model how to: 1) Write organized thoughts (chronological order, spatial order, beginning to end), 2) Stay focused, 3) Connect ideas using sentence connectors, and 4) Generate differentiate paragraphs (create visual and content, discuss each idea in a different paragraph) differentiation among paragraphs –, etc.

3) *Example:* Teacher invites students to think about a particular paragraph they are going to include in their essay (it can be the introduction, part of the body or the conclusion). Teacher encourages students to look at their notes / graphic organizers / list, etc. and write about that paragraph for 5 minutes without stopping. Students should use their five senses to include a detailed description. A possible tool students can use is a 'five senses chart'; where they write down words they will use to describe what they perceive through their senses. Students can take breaks and come back to their drafts to

review what they have written. If, at any point, they feel they don't know what to write they can: a) Go back to their graphic organizers and see if they have discussed all their ideas, b) Make a signal on the paragraph and come back to it at a later point, and c) Talk to a peer or an adult about it and politely request feedback, etc. When re-reading what is in the draft, students should ask themselves questions like: Have I been writing about what I am supposed to be writing? Do all my paragraphs have a topic sentence? Did I provide enough descriptive details? What changes could I make to make my writing better? (At this point, students should examine carefully their introduction, body and conclusion and make any modifications they consider to be appropriate).

### *Step 3-Revising*

*1) What it is:* During the revising stage, students examine their piece of writing. The author has to make sure the story flows by assessing: 1) The content: students have to appraise if they have included all the main elements and, in the case of a particular assignment, review the guidelines, and 2) The form: students have to evaluate if all the information is in the right order, paragraphs are properly structured (connectors, only one idea per paragraph, topic sentence, supportive sentences), if the text structure is the right one for this particular type of paper, etc.

*2) How to do it:* Teachers should model how to do small and large scale revision.

A) Small scale revision: Students must focus on each section of the paper, only one section at a time, and identify the specific areas of that section that seem to be weak. Consequently, they must devote exclusive attention to improving only that part of their paper.

- 
- I. Introduction. Students must evaluate if their introduction is setting the stage for what they are going to be discussing later on. The introduction should briefly outline all the things that are going to be described in the paper. Also, the introduction should contain a hook that makes the reader feel like finding out what the author wants to say.
  - II. Thesis: Students should assess whether the introduction fulfills the following criteria: specific, mentions only what will be encompassed, includes supportive details, appears only one time, at the end of the first paragraph of a paper.
  - III. Structure: Students must be aware of the different types of text structures: sequence, description, compare/contrast, cause/effect, problem-solution, persuasion, etc. Next, they could ask themselves if they are: a) Using the right signal words, b) Choosing the right structure that goes along with the idea they want to communicate, and c) Leading the reader towards finding the answers to the key ideas they presented in their introduction and thesis statement.
  - IV. Paragraphs: Here they should look for coherence and cohesion of the paragraphs.
  - V. Conclusion: At this point, students should consider if their conclusion is: a) In line with their introduction and everything they have discussed in the paper, b) Summarizes the main ideas, 3) Makes the reader feel like reading more about the topic, etc.

B) Large scale revision: Once they have completed their small scale revision, they should look at the text as a whole to make sure that the modifications performed in certain fragments work in the context of the total piece of writing. At this point they should add or remove modifications as needed. Students must judge whether or not they have clearly presented what they originally intended to communicate. The teacher can invite students to:

- 
- I. Use the A.R.R.R. method. This method grants students the opportunity of making four types of changes:
- ✓ Adding: Students can add new information to different sections of their composition. The easiest way to find out if they need to add anything else is to ask themselves: “What else could I include here that could make my ideas clearer to the reader?”
  - ✓ Rearranging: Students have to look at the general organization of the text and make sure everything is in the right order (look for chronological order). They can ask themselves: “Does my essay present information in a way that is organized, logical, with smooth transitions and therefore easily to be understood by future readers?”
  - ✓ Removing: The author must evaluate if he/she has included details, that are unnecessary or repeated, that interrupt the flow of the story. A question that could help to find out those elements to be removed could be something like: “Are all the details, I have included in this sentence/paragraph, adding information that is ‘really needed’ for the better understanding of the whole paper?”
  - ✓ Replacing: At this point, students must look at their words/details selection and decide if they are appropriate for the content of the paper (consider the audience, type of essay, etc.). A possible question could be: “Is this particular word the best one to describe what I’m trying to say?”
- II. Use the R.A.G. (read around group) method. Students will be working in small heterogeneous groups of mixed abilities (low, medium, high). Teacher collects all the papers (none of the papers have names) and distributes them to the groups. Students will read the papers, first individually and then as a group, and discuss what are the

weak and strong areas of the paper. Students will take notes on how to improve each section.

*3) Example:*

For small scale revision, teacher can invite students to create a list of points that they want their partners to revise. For large scale revision, students can read the story to a partner and ask him/her questions about it. If the listener has ‘too many problems’ answering the questions it could possible mean that there are things that need to be fixed.

*Step 4-Editing*

*1) What it is:* During the Editing stage, students look for technical mistakes. The authors have to assess if they have the right spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense, word usage, etc. Students have to evaluate if their paper is clear and readable.

*2) How to do it:* Teachers should model how to: a) Read slowly and pay attention to each word in each paragraph, and b) Read the story backwards making sure each sentence has meaning and it is written the right way.

*3) Example:* The teacher can invite students to do ‘self-editing’ or ‘peer editing’. In both cases, they can: a) Use a dictionary to discover the right way of spelling words, b) Type the text and use the computer spell check to find any possible mistakes, and c) Read the text out loud to see if they can identify any mistakes, etc.

---

*Step 5-Publishing*

1) *What it is:* During the Publishing stage, students have their final copy ready. At this point, the paper is: free of mistakes, looks appealing to the reader, every detail has been included (Example: If they need to include illustrations they are present at this moment), etc.

2) *How to do it:* Teachers could present students with different samples (some of them ready to be published and some unfinished projects) and invite them to distinguish between the papers that are ready and not ready to be published. The teacher should encourage students to point to the elements that make a paper ready to be published.

3) *Example:* Students can share their papers by: a) Reading them aloud to the whole class, a group or to a partner, b) Displaying them around the room, and c) Publishing them on the web, etc.

To end this description, we must add here that not all pieces of writing must necessarily follow all these steps. The primary task of a teacher is to provide the optimal circumstances for text generation. The instructor is responsible for preparing a unit that is challenging for students and awakens their interest through various activities.

#### **4.4.2. THE PRODUCT APPROACH**

The teaching of writing is mainly concerned with the **final product** of writing: the essay, the report, the story, and what that product should look like. Compositions are supposed to meet certain standards of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with what the audience would consider to be conventional. Once we have the final product, the written text, it is the task of the educator to provide constructive feedback about the accuracy level of the piece of

writing. (See section 3.3.3.1. where we discussed the benefits of feedback). One of the ways to present students with clear evaluations of their essays is by using rubrics. Students can also become familiar with these rubrics by using student friendly rubrics.

#### 4.4.2.1. The 6+1 Traits of Writing

Although there is a strong connection between the writing process and the *6 + 1 Traits of Writing*, we consider the latter fundamentally as a product approach-based writing teaching procedure since it is focused on making students revise and correct their own writing, the product. Process is not the end; it is the means to the end. In Culham's words (2003: 21): "Embedded into the writing processes are two significant stages, revision and editing. [...] The traits help us identify what needs work, letting us break down steps in the process – revision and editing – so we can teach students what makes writing work effectively." When students learn about the 6+1 Traits of Writing they: 1) Learn to recognize the elements that have to be revised, 2) Understand the reasons that determine why we have to revise our essays, and 3) Learn about ways to improve their pieces of writing (Culham, 2003: 21-22).

Several authors have described the origin and evolution of this approach (Spandel, 2001; Culham, 2003, 2009). The 6+1 Traits of Writing was first proposed by researchers at the North Regional Educational Laboratory (NWREL) in Portland, Oregon, in 1985. The goal was to create a program that would allow teachers to clearly assess the performance level of their students' writing. In order to create this tool, they focused on the research carried out by Paul B. Diederich. In the 1960s, Diederich invited a group of around fifty people (with different professions) to assess the pieces of writing of various students and categorize them into three different levels (high, medium, low). When the participants were asked to identify the key elements that lead them to classify each of the essays they seemed to agree on the value of factors such as: ideas, organizational structure, voice and tone, and mechanics. In 1984, a group of seventeen teachers and a

district writing consultant from Beaverton, acknowledging Diederich's work, evaluated hundreds of students' essays. They agreed with the previous findings by Diederich. A year later, a group of researchers from Portland worked together toward identifying the traits that define good writing. Without previous knowledge of the traits identified by Diederich or the Beaverton teachers, they selected the same traits that their predecessors had pinpointed; despite some differences in the terminology used. Deciding on the key elements to be evaluated served a double purpose: 1) It allowed teachers to teach writing effectively and focus on teaching those specific traits of writing that were going to be assessed, and 2) it endowed teachers and students with a "...performance assessment for writing that was comprehensive, reliable, and teacher-and student-friendly" (Culham, 2003: 10-11). The 6+1 Traits of writing was first adopted by the Department of Education of the state of Oregon for use in their writing assessment; later on it would be used all over the United States and in other countries. One of the educators who has expanded the idea behind the 6+1 Traits of writing is Ruth Culham. We have used the guidelines proposed by Culham in our writing lessons (see lessons 50-57). We next identify and explain each one of the traits as they appear in Culham (2003):

1) *Ideas*. This trait deals with the 'main idea' of the essay. It is the message the writer is trying to communicate. It is the 'focus' of the paper. In order for a paper to score high on the ideas trait it must: 1) Be specific, 2) Be insightful, 3) Convey a very clear idea that is supported with appropriate details, and 4) Develop the topic in a way that catches the attention of the reader.

2) *Organization*. This trait has to do with the arrangement of the elements that appear in the essay. In order for a paper to score high on the organization trait it must: 1) Include an initial and a final hook, 2) Have smooth transitions between sentences and paragraphs, 3) Present information following a logical sequence, 4) Develop the main idea with supporting details, 5) Include a conclusion that ties everything together, and 6) Be coherent and cohesive.

3) *Word Choice*. This trait attempts to discover the level of word accuracy in the essay; to determine if the writer has used the right vocabulary for the given topic. In order for a paper to score high on the word choice trait it must: 1) Show rather than tell, 2) Use the right amount of descriptive adjectives, 3) Use language devices in order to catch the attention of the reader, 4) Be succinct, 5) Use slang and clichés cautiously and in moderation, and 6) Avoid repetition.

4) *Voice*. This trait evinces the author’s individuality; his/her ability to express himself/herself in a way that is unique. In order for a paper to score high on the voice trait it must: 1) Convey the feelings and emotions a topic is raising in the author’s mind that allow the reader to identify the relevance of the area under discussion, 2) Create a connection with the reader so it increases the reader’s interest in reading the paper, 3) Use the right tone considering the audience, 4) “Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care” (Culham, 2003: 123), and 5) “Narrative writing is honest, personal, and engaging, and makes the reader think about, and react to, the author’s ideas and point of view” (Culham, 2003: 123).

5) *Sentence Fluency*. This trait considers the readability of the essay. In order for a paper to score high on the sentence fluency trait it must: 1) Use transitions that assure the smooth flow between sentences, 2) Contain sentences that fluctuate in length, structure, as well as the way they begin and end, etc, 3) Utilize complete sentences, 4) Make certain that fragments add style, 5) Employ natural sounding dialogue, and 6) Account for the words used, each word having its place in each sentence and conveying the exact meaning.

6) *Conventions*. This trait examines the mechanics of the essay: spelling, punctuation, capitalization, grammar, and paragraphing. In order for a paper to score high on the conventions trait it must demonstrate the application of the standard writing conventions in order to increase the readability of the essay: 1) Correct spelling, 2) Good paragraphing, and 3) Precise grammar.

+1) *Presentation*. “So in 1997, we added the presentation trait to the model for two reasons: a) To keep the conventions trait separate, and b) To provide tools for focusing on the ‘look’ of the writing. We refer to presentation as a trait, but since it isn’t as substantial as the others, we called it ‘+1’.” (Culham, 2003: 248). This trait appraises the way the author submits his/her final copy. In order for a paper to score high on the presentation trait it must: 1) Possess uniform spacing, 2) Be legible and consistent, 3) Use the appropriate tools so as to grant the reader easy access to content (ex. Bullets, numbers, headings, etc), and 4) Include (if necessary) visuals aids that enhance comprehension (ex. Graphs, charts, maps, tables, etc.).

#### **4.5. ASSESSING WRITING**

The new emphasis on the process of writing, however, must be seen in the perspective of keeping a balance between process and product. The product is the ultimate goal; it is the reason we go through the process of writing. Therefore, it behoves teachers to provide themselves with valid and reliable tools for assessing students’ writing performance in a useful and pedagogical way. The two main rubrics that we have used during our writing lessons and when scoring the pre-tests and post-tests in our study have been: 1) 6+1 Traits Rubrics and 2) ISAT rubrics. We included the 6+1 Traits of writing because, at the time we were developing the writing lessons, we were encouraged to use this method. Though not being mandatory, teachers, especially transitional bilingual teachers, were requested to participate in district training targeting the implementation of this program.

##### **4.5.1. The 6+1 Traits Rubrics**

The 6+1 Traits Rubrics can serve a twofold purpose: on the one hand, as Kemper, Sebranek and Meyer (2006: 565-567) suggest, learners can benefit from being aware of the student friendly rubrics in order to help: plan their writing during the prewriting stage, make changes during the revision stage; and judge their final copy. On the other hand, teachers can utilize them since they have been widely used as a valid instrument to assess

students' writing achievement. We present the 6+1 Traits Rubrics below in figures 4.1., 4.2. and 4.3.

**Figure 4.1. Personal Narrative Writing**

<p><b><i>IDEAS</i></b></p> <ol style="list-style-type: none"><li>5. The experience and details are interesting.</li><li>4. The experience is interesting, but it needs more details.</li><li>3. The experience isn't clear, and some details don't belong.</li><li>2. The narrative should focus on one experience.</li><li>1. A new experience or suitable details should be found.</li></ol>
<p><b><i>ORGANIZATION</i></b></p> <ol style="list-style-type: none"><li>5. The writing is well organized from beginning to end.</li><li>4. Most of the narrative works well.</li><li>3. Parts (beginning, middle, or ending) should be stronger.</li><li>2. All parts of the essay run together.</li><li>1. The narrative needs to be organized.</li></ol>
<p><b><i>VOICE</i></b></p> <ol style="list-style-type: none"><li>5. The voice sounds exactly like the writer.</li><li>4. The voice sounds like the writer most of the time.</li><li>3. Sometimes the voice sounds like the writer.</li><li>2. The writing does not sound like the writer.</li><li>1. The writing has no real voice.</li></ol>
<p><b><i>WORD CHOICE</i></b></p> <ol style="list-style-type: none"><li>5. Strong nouns and verbs make clear pictures.</li><li>4. Some strong nouns and verbs are used.</li><li>3. Many strong words are needed.</li><li>2. Some words are overused.</li></ol>

1. Some words make the essay confusing.
<b>SENTENCE FLUENCY</b> 5. The sentences are clear and varied. 4. Most sentences are clear. 3. Many sentences are choppy. 2. Many sentences are choppy and incomplete. 1. Many sentences are incomplete.
<b>CONVENTIONS</b> 5. Conventions are correct. 4. Most conventions are correct. 3. Some errors appear. 2. Errors make the writing confusing and harder to read. 1. Help is needed to make corrections.

**Figure 4.2. Expository Writing**

<b>IDEAS</b> 5. The topic, focus, and details are well developed. 4. The topic is clear and includes many interesting details. 3. The topic is clear. Most of the details tell about a topic. 2. A topic needs to be clearer. More details are needed. 1. The topic is unclear, and the details don't fit.
<b>ORGANIZATION</b> 5. The beginning middle and ending all work well. 4. Most parts of the essay are in order. 3. Some parts of the essay could be better organized 2. All parts of the essay run together.

1. The organization is confusing.

***VOICE***

5. The voice sounds confident and well informed.
4. The writer sounds informed in most parts.
3. The writer sounds informed in some parts.
2. The writer sounds unsure.
1. The writer sounds uninterested.

***WORD CHOICE***

5. Specific words explain the topic.
4. Most words in the essay explain the topic.
3. The essay needs more specific words.
2. General or missing words make this essay confusing.
1. Some words are used incorrectly.

***SENTENCE FLUENCY***

5. All sentences are well crafted and varied.
4. Many sentences are well crafted and varied.
3. Most sentences have a variety of lengths and beginnings.
2. Some sentences have varied lengths and beginnings.
1. Many sentences are incomplete and difficult to read.

***CONVENTIONS***

5. The essay uses conventions well.
4. Most conventions are correct.
3. Meaning is clear, but some errors are present.
2. Errors make the essay confusing and hard to read.
1. Help is needed to make corrections.

**Figure 4.3. Persuasive Writing**

<p><b><i>IDEAS</i></b></p> <ol style="list-style-type: none"><li>5. The opinion and reasons are very convincing.</li><li>4. The opinion is clear, and all the reasons support it.</li><li>3. The opinion is clear, but more reasons would be helpful.</li><li>2. The opinion is confusing and needs reasons.</li><li>1. The writer needs to state an opinion.</li></ol>
<p><b><i>ORGANIZATION</i></b></p> <ol style="list-style-type: none"><li>5. The writing is clearly organized.</li><li>4. Most parts are organized and work well.</li><li>3. Several parts need to be organized better.</li><li>2. All parts of the essay run together.</li><li>1. The writing needs to be organized to avoid confusion.</li></ol>
<p><b><i>VOICE</i></b></p> <ol style="list-style-type: none"><li>5. The voice is polite and convincing.</li><li>4. The voice is convincing.</li><li>3. The voice could be more convincing.</li><li>2. The writing exaggerates or has a weak voice.</li><li>1. The writing needs voice.</li></ol>
<p><b><i>WORD CHOICE</i></b></p> <ol style="list-style-type: none"><li>5. Each word is expertly chosen.</li><li>4. The words make the opinion and reasons clear.</li><li>3. Most words work well.</li><li>2. Some words make the writing confusing.</li><li>1. Help is needed to find better words.</li></ol>
<p><b><i>SENTENCE FLUENCY</i></b></p> <ol style="list-style-type: none"><li>5. The sentences flow beautifully.</li></ol>

4. The sentences read smoothly.
3. A few sentences sound choppy.
2. Many sentences are choppy.
1. Many sentences are choppy and incomplete.

#### ***CONVENTIONS***

5. The essay uses conventions well.
4. Most conventions are correct.
3. Meaning is clear, but some errors are present.
2. Errors make the writing confusing and hard to read.
1. Help is needed to make corrections.

### **4.5.2. ISAT Rubrics**

As we have mentioned, besides the rubrics presented above by Culham (2003) in the *6+1 Traits of Writing*, we followed the guidelines offered by the ISBE to assess our students' essays.

We shall next describe the assessment guides proposed by the Illinois State Board of Education. This measurement tool has five basic components: 1) Focus, 2) Support, 3) Organization, 4) Conventions, and 5) Integration. There are some differences between the rubrics used to assess the three types of texts described above. There is one rubric for narrative and another that pertains to expository and persuasive.

#### **4.5.2.1. Personal Narrative Rubrics**

*Focus.* The Focus is the feature that determines if the facts are linked together; if the thematic thread is maintained throughout the narrative. The author needs to make

specific reference to the topic and attract the reader's attention to the event that is being described. Also, the author should create a consistent and meaningful prevailing central idea. The focus of a paper is of extreme importance since it conveys the main idea of the essay. There should be well elaborated evidences that lead the reader to perceive the importance of the story being told. According to the above, essays will be given a score ranging from 1 to 6 points if they meet certain criteria. We present that information in figure 4.4. Personal Narrative Focus Assessment Rubric.

**Figure 4.4. Personal Narrative Focus Assessment Rubric.**

6	<p><i>I. Subject and unifying event are clear and maintained with the event commented upon by the end of the composition.</i></p> <p><i>II. Reactions are present throughout (may not be even) and are relevant to unifying event.</i></p> <p><i>III. Has effective closing.</i></p>
5	<p><i>I. Subject and unifying event are clear and maintained with the event commented upon by the end of the composition.</i></p> <p><i>II. Reactions are present, most are relevant to unifying event.</i></p> <p><i>III. Has closing.</i></p>
4	<p><i>I. Subject and unifying event are clear and maintained.</i></p> <p><i>II. May be prompt-dependent (requiring reader inference)</i></p> <p><i>III. Reactions are present, but still may be implied.</i></p> <p><i>IV. May end abruptly or lack closing.</i></p>

3	<p><i>I. Subject is clear, but unifying event may not be clear; reader can infer unifying event.</i></p> <p><i>II. Multiple events without unifying umbrella statement.</i></p> <p><i>III. No reactions – or reactions are inappropriate to subject/event.</i></p> <p><i>IV. Lacks sufficiency to demonstrate a developed Focus.</i></p>
2	<p><i>I. Subject and event may be vague or lack clarity.</i></p> <p><i>II. Unrelated ideas or major drift from Focus</i></p> <p><i>III. No reactions.</i></p> <p><i>IV. Off-mode response NOT fulfilling narrative criteria (NOT narrative structure showing a sequence through time).</i></p> <p><i>V. May be insufficient writing to determine that subject and unifying event can be maintained.</i></p>
1	<p><i>I. Subject and event may be absent, or if present, may be limited or confusing.</i></p> <p><i>II. Insufficient writing to show that criteria are met.</i></p>

*Elaboration or Support.* This aspect of the evaluation rubric studies the descriptive features used when illustrating the main theme. It examines the extent the main idea is elaborated upon and/or explained by definite evidence and detailed reasons. In the narrative text, the main idea or topic is maintained by using supporting details and illustrations. The entire development is based on the balanced description undertaken by the key elements and the way they pose the problem and offer the solution. The support

in narrative texts does not include any reasons to support a particular position. The criteria that determine the score obtained in this section is presented in figure 4.5. Personal Narrative Support Assessment Rubric.

**Figure 4.5. Personal Narrative Elaboration (Support) Assessment Rubric.**

6	<p><i>I. All major episodes and reactions elaborated by specific detail.</i></p> <p><i>II. Some episodes may be developed with more detail than others (not necessarily balanced or even).</i></p> <p><i>III. Development in depth.</i></p> <p><i>IV. Word choice enhances specificity.</i></p> <p><i>V. Voice is appropriate for topic, purpose, and audience.</i></p>
5	<p><i>I. Most episodes/reactions developed by specific detail; some may be general.</i></p> <p><i>II. Some depth.</i></p> <p><i>III. Word choice may enhance specificity.</i></p> <p><i>IV. Voice may be appropriate for topic, purpose, and audience.</i></p>
4	<p><i>I. Some episodes/reactions developed by specific detail; some may be general.</i></p> <p><i>II. Sufficient elaboration but has limited depth.</i></p> <p><i>III. Voice may be present but inconsistent.</i></p>
3	<p><i>I. A list of episodes and/or reactions that may have some extensions.</i></p> <p><i>II. May be mostly general.</i></p> <p><i>III. Lacks sufficiency to demonstrate developed Elaboration.</i></p> <p><i>IV. No evidence of suitable voice.</i></p>

2	<p><i>I. A list of episodes or reactions.</i></p> <p><i>II. There may be insufficient writing to determine that Elaboration can be maintained.</i></p>
1	<p><i>I. Elaboration absent or confusing.</i></p> <p><i>II. Insufficient writing to show that criteria are met.</i></p>

*Organization.* This feature examines whether or not the writing exhibits a clear structure through a plan of development (beginning, middle, and end) and if the paragraphs are logically related to each other. It evaluates the degree to which the logical flow of ideas and text plan are clear and connected. For a paper to score high on organization it must be: 1) Coherent: The writer constructs a whole story taking into account the contextual factors which allow the reader to perceive the story as a complete unit, and 2) Cohesive: Cohesion is perceived through the effective connections among sentences and paragraphs. The author may use several techniques to give cohesion to the text (repetition, pronouns, synonyms, parallel structures and transition elements). The variety in sentences also results in the cohesion of the text (Görlach, 1999; Uso-Juan and Martinez-Flor, 2006; Dontcheva-Navratilova and Povolna, 2009). The criteria that determine the score obtained in this section is presented in figure 4.6. Personal Narrative Organization Assessment Rubric.

**Figure 4.6. Personal Narrative Organization Assessment Rubric.**

6	<p><i>I. Narrative structure is clear - sequence of episodes moves logically through time without noticeable gaps.</i></p> <p><i>II. Episodes appropriately paragraphed.</i></p> <p><i>III. Coherence and cohesion demonstrated through some appropriate use of devices (transitions, pronouns, causal linkage, etc).</i></p> <p><i>IV. Varied sentence structure produces cohesion.</i></p>
5	<p><i>I. Narrative structure is evident - sequence of episodes moves logically through time with a beginning, a middle, and an ending with few gaps.</i></p> <p><i>II. Most paragraphing is appropriate</i></p> <p><i>III. Coherence and cohesion demonstrated with most transitional devices appropriate (not redundant or intrusive).</i></p> <p><i>IV. Coherence may depend on holistic structure (e.g., chronology).</i></p> <p><i>V. May include minor digressions.</i></p> <p><i>VI. Some varied sentence structure and/or word choice produce cohesion.</i></p>
4	<p><i>I. Narrative structure is noticeable, but the reader may have to infer it.</i></p> <p><i>II. Sequence of episodes moves logically through time with some gaps.</i></p> <p><i>III. Some appropriate paragraphing.</i></p> <p><i>IV. Evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence); may depend on holistic structure (e.g.,</i></p>

	<p><i>chronology).</i></p> <p>V. <i>If present, transitions may be simplistic, but not intrusive.</i></p> <p>VI. <i>May include minor digressions.</i></p>
3	<p>I. <i>Noticeable narrative structure but the reader must infer it; movement through time with significant gaps.</i></p> <p>II. <i>May evidence some inappropriate paragraphing.</i></p> <p>III. <i>May include inappropriate transitions that disrupt progression of ideas.</i></p> <p>IV. <i>May have major digressions.</i></p> <p>V. <i>Lacks sufficiency to demonstrate developed Organization.</i></p>
2	<p>I. <i>Structure is attempted, but with little success (may be a random presentation of ideas)</i></p> <p>II. <i>Confusing; limited evidence of understanding paragraphing.</i></p> <p>III. <i>Lacks purposeful ordering of sentences (e.g., sentences could be arranged in almost any order).</i></p> <p>IV. <i>Insufficient writing to determine that Organization can be sustained</i></p>
1	<p>I. <i>Elaboration absent or confusing.</i></p> <p>II. <i>Insufficient writing to show that criteria are met.</i></p>

*Conventions.* The assessment of any essay requires the evaluation of the paper based on a global judgment of how effectively the paper, as a whole, uses basic features to address the assignment. Traditionally, it evaluates the extent of the error in three main

ways: 1) If it interferes with communication, 2) If the errors are ‘major’ or ‘minor’: a) Major Errors: I. Sentence Construction: i. Incorrect subject/verb agreement, ii. Run-on(s), iii. Fragment(s), and iv. Omitted words that interfere, II. Usage: i. Incorrect use of common words, ii. Incorrect pronoun reference, iii. Confusing tense shifts, III. Spelling: Misspelled common words (same word misspelled is considered only once), VI. Punctuation/Capitalization: i. Omission of initial caps, ii. Common proper nouns, iii. Missing or incorrect ending punctuation, iv. Missing or misplaced apostrophes, V. Paragraph Format: i. Using titles to delineate paragraphs, ii. Numbering paragraphs; and b) Minor Errors: I. Sentence Construction: i. Incorrect use of connectors between clauses, ii. Omitted words that do not interfere, II. Punctuation/Capitalization: Lack of periods for abbreviations, III. Usage: i. Commas in a series, for opening or clauses; ii. Awkward or odd use of words/ phrases, but meaning is still clear; iii. Homonyms - its/it's; there/their; to/two/too; etc., IV. Spelling: Misspelled unusual or less frequently used words, V. Paragraph Format: Inconsistent separation of paragraphs, and 3) If the number of errors is related to the number of words in the language (e.g. three major errors in three sentences are more significant than three major errors in three paragraphs). In order to serve the criteria established by the ISAT, the scores given in the conventions area will be either a 2 – for well-written and error free essays – or a 1 – for those which are not fully developed –. The assessment carried out in the conventions section also takes into account whether the text is a first draft or a final copy. The teacher will also consider the amount of time that was allotted to complete a particular assignment. Thus, if a student has had three weeks to write an essay about something in particular teacher will be stricter when assigning a score in this section (Lu and Horner, 2008; Corbett and Finkle, 2010). Most recently, and as it appears on the ISBE website, conventions may receive a score from 1 to 3. We have used the most traditional version of the scoring rubric and we evaluated our students’ essays giving them a score between 1 or 2. Next, we present both choices in figures 4.7. (traditional version) and 4.8. (new version) Personal Narrative Conventions Assessment Rubric.

**Figure 4.7. Personal Narrative Conventions Assessment Rubric. (Traditional Version)**

2	<p><i>I. Fully developed: (6) No major errors; Few or no minor errors; (5) A few minor errors, but no more than one major error.</i></p> <p><i>II. Developed: (4) Minimally developed; few major errors, some minor, but meaning unimpaired; mastery of sentence construction.</i></p>
1	<p><i>I. Absent: (1) Barely deals with topic; does not present most of all features; insufficient writing.</i></p> <p><i>II. Developing: (2) Attempts to address assignment; some confusion or disjointedness; insufficient writing; (3) Partially developed; some or one feature not developed, but all present; reader inference required.</i></p>

**Figure 4.8. Personal Narrative Conventions Assessment Rubric. (New Version)**

3	<p><i>I. Strong knowledge of Conventions is demonstrated.</i></p> <p><i>II. Standards of punctuation, capitalization and spelling are consistently followed – may have minor lapses.</i></p> <p><i>III. May have minor errors in usage and sentence formation.</i></p> <p><i>IV. A variety of sentence structures is evident.</i></p>
2	<p><i>I. Partial knowledge of Conventions is evident.</i></p> <p><i>II. Severity and density of errors constitute a noticeable pattern.</i></p> <p><i>III. Little attempt at varying sentence structures.</i></p>
1	<p><i>I. Little or no discernable knowledge of Conventions.</i></p> <p><i>II. Severity and density of errors is such that the meaning is</i></p>

	<p><i>impaired.</i></p> <p><i>III. Sentence structure is simplistic or in error.</i></p>
--	--

*Integration.* The purpose of this section is to provide general information about the clarity of the essay by determining how accurately the wording of the students adapts to the assigned task according to their grade level. It demands the evaluation of the paper based on a global judgment of how effectively the paper as a whole uses basic features to address the assignment. The score assigned in this section is based on the effectiveness of the student in orchestrating the basic features that lead to successful essay composition. Assessment is limited to the combination of the four main features (described above) and it shall not include other factors such as humor, originality or style. At this point, the text is considered as a whole rather than individual parts. In spite of its appearance, the score provided in this section is not an arithmetic calculation, but a teacher's evaluation of a well written paper. For example, a section can be classified as a non-developed text, in a specific area, and still receive the score for 'developed' on the part of the integration. The criteria that determine the score obtained in this section is presented in figure 4.9. Personal Narrative Integration Assessment Rubric.

**Figure 4.9. Personal Narrative Integration Assessment Rubric.**

6	<p><i>I. Fully developed paper for grade level.</i></p> <p><i>II. Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition.</i></p>

5	<ul style="list-style-type: none"> <li>I. <i>Developed paper for grade level</i></li> <li>II. <i>All features are not equally well-developed throughout the composition.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>I. <i>Bare-bones-developed paper for grade level.</i></li> <li>II. <i>Simple and clear, presenting nothing more than the essentials.</i></li> <li>III. <i>Limited depth.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>I. <i>Partially developed.</i></li> <li>II. <i>Some (or one) of the Feature(s) are not sufficiently formed, but all are present.</i></li> <li>III. <i>Lacks narrative structure.</i></li> <li>IV. <i>Inference is usually required.</i></li> </ul>
2	<ul style="list-style-type: none"> <li>I. <i>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected.</i></li> <li>II. <i>Some confusion and/or disjointedness.</i></li> <li>III. <i>May be insufficient writing to determine that the features can be maintained.</i></li> </ul>
1	<ul style="list-style-type: none"> <li>I. <i>Does not fulfil the assignment; barely deals with the topic or does not present most or all of the features.</i></li> <li>II. <i>Insufficient writing to show that criteria are met.</i></li> </ul>

## 4.5.2.2. Expository and Persuasive Rubrics

*Focus.* The focus of expository texts is more than an affirmation or a listing of subordinate points. This feature will examine if the purpose of the essay, the main theme, is clear and well defined throughout the text. The author must keep a clear position throughout the essay and include an effective closing. The titles and subtitles are not considered part of the outbreak. The criteria that determine the score obtained in this section is presented in figure 4.10. Expository and Persuasive Focus Assessment Rubric.

**Figure 4.10. Expository and Persuasive Focus Assessment Rubric.**

6	<ul style="list-style-type: none"> <li><i>I. Sets purpose of paper in introduction through either a thematic introduction or specific preview.</i></li> <li><i>II. Maintains position/logic throughout If previewed, each point is addressed.</i></li> <li><i>III. Effective closing (may be restatement of points in the introduction).</i></li> </ul>
5	<ul style="list-style-type: none"> <li><i>I. Subject/position (or issue) clear, identified by at least an</i></li> <li><i>II. Opening statement (may be general).</i></li> <li><i>III. Sufficient Support to maintain subject (cannot be a giant Focus).</i></li> <li><i>IV. If previewed, each point is addressed Maintains position/logic throughout - separate ideas.</i></li> <li><i>V. Has closing.</i></li> </ul>

4	<p><i>I. Writer may launch into topic without providing an opening statement.</i></p> <p><i>II. If previewed, composition develops only previewed points.</i></p> <p><i>III. Sufficient Support to maintain subject (cannot be a giant Focus).</i></p> <p><i>IV. May have minor Focus drift or lapses in logic (not really separate ideas – repetitious).</i></p> <p><i>V. May lack closing or end abruptly.</i></p>
3	<p><i>I. Subject/position (or issue) may lack clarity; it may be prompt-dependent (rely on readers' familiarity with prompt).</i></p> <p><i>II. May have more than one position without a unifying umbrella statement.</i></p> <p><i>III. If previewed, develops fewer or more points than delineated in opening (over-promise or over-deliver).</i></p> <p><i>IV. Lacks sufficiency to demonstrate a developed Focus.</i></p>
2	<p><i>I. Subject/position (or issue) is vague, limited or unclear.</i></p> <p><i>II. Unrelated ideas or major drift from Focus.</i></p> <p><i>III. May be insufficient writing to determine that subject/issue (or position) can be sustained.</i></p>
1	<p><i>I. Subject/position (or issue) absent.</i></p> <p><i>II. Insufficient writing to meet criteria.</i></p>

*Support.* This feature focuses on the details which uphold the main idea; it must provide reasons, in relevant sub-paragraphs, that clarify the purpose of the essay. The quality of the ‘support’ shall be validated by its adequacy, depth, accuracy and credibility within the framework of the author. The depth can be detected by observing the underlining details. There is not a specified fixed number of supporting details; it will vary according to the level of the author. The criteria that determine the score obtained in this section is presented in figure 4.11. Expository and Persuasive Support Assessment Rubric.

**Figure 4.11. Expository and Persuasive Support Assessment Rubric.**

6	<p><i>I. Most major points supported with specific detail; some may be developed with more detail than others (not balanced or even).</i></p> <p><i>II. Development of depth clearly evident.</i></p> <p><i>III. Word choice enhances specificity.</i></p> <p><i>IV. Voice is appropriate for topic, purpose, and audience.</i></p>
5	<p><i>I. Most major points developed by specific detail; a few may be general.</i></p> <p><i>II. Some development of depth.</i></p> <p><i>III. Word choice may enhance specificity.</i></p> <p><i>IV. Voice is appropriate for topic, purpose, and audience.</i></p>
3	<p><i>I. Most Support may be general.</i></p> <p><i>II. May be list of related specifics with some extension(s).</i></p> <p><i>III. Lacks sufficiency to demonstrate developed Support.</i></p> <p><i>IV. Voice shifts or disappears.</i></p>

2	<p><i>I. Support is undeveloped, limited, or unclear.</i></p> <p><i>II. May be list of unrelated specifics.</i></p> <p><i>III. May be insufficient writing to determine that Support can be maintained.</i></p> <p><i>IV. No evidence of suitable voice.</i></p>
1	<p><i>I. Support is absent.</i></p> <p><i>II. Insufficient writing to show that criteria are met.</i></p>

*Organization.* The definition of organization is the same one that applies to Personal Narrative essays. The criteria that determine the score obtained in this section is presented in figure 4.12. Expository and Persuasive Organization Assessment Rubric.

**Figure 4.12. Expository and Persuasive Organization Assessment Rubric.**

6	<p><i>I. Structure is evident.</i></p> <p><i>II. Major points are appropriately paragraphed.</i></p> <p><i>III. Coherence and cohesion demonstrated through some appropriate use of devices such as transitions, pronouns, causal linkage, parallel structure, etc.</i></p> <p><i>IV. Varied sentence structure produces some cohesion.</i></p>
---	---

5	<ul style="list-style-type: none"> <li>I. <i>Structure is evident.</i></li> <li>II. <i>Most major points are appropriately paragraphed.</i></li> <li>III. <i>Coherence (paragraph to paragraph) and some cohesion (sentence to sentence) evident, but may depend on formulaic structure.</i></li> <li>IV. <i>Some varied structure produces cohesion.</i></li> <li>V. <i>May have minor digressions.</i></li> </ul>
4	<ul style="list-style-type: none"> <li>I. <i>Structure is noticeable; reader may still have to infer it.</i></li> <li>II. <i>Some structure within paragraphs (e.g. some purposeful ordering of sentences).</i></li> <li>III. <i>Some major points are appropriately paragraphed</i></li> <li>IV. <i>Some evidence of coherence (paragraph to paragraph) and some cohesion (sentence to sentence) evident, but may depend on formulaic structure.</i></li> <li>V. <i>If present, transitions may be simplistic or redundant, but not intrusive.</i></li> <li>VI. <i>May have minor digressions.</i></li> </ul>
3	<ul style="list-style-type: none"> <li>I. <i>Structure is attempted, but the reader must work hard to infer it.</i></li> <li>II. <i>May have major digressions.</i></li> <li>III. <i>May have inappropriate or intrusive transitions that disrupt the progression of ideas (intrusive: “Firstly,” “Secondly,” “Lastly” used within the paragraphs).</i></li> <li>IV. <i>May have little evidence of appropriate paragraphing.</i></li> <li>V. <i>May have little structure within paragraphs (e.g., lacks purposeful ordering of sentences).</i></li> <li>VI. <i>Lacks sufficiency to demonstrate developed Organization.</i></li> </ul>

2	<p><i>I. Structure is attempted; may be off-mode (NOT serving expository purpose).</i></p> <p><i>II. Little evidence of appropriate paragraphing.</i></p> <p><i>III. Little structure within paragraphs (e.g. lacks purposeful ordering of sentences).</i></p> <p><i>IV. May be insufficient writing to determine that Organization can be sustained.</i></p>
1	<p><i>I. Very confusing; little or no attempt to structure.</i></p> <p><i>II. Little or no evidence of appropriate paragraphing.</i></p> <p><i>III. Insufficient writing to show that criteria are met.</i></p>

*Conventions.* The definition of organization is the same one that applies to Personal Narrative essays. The criteria are also the same. Refer to figures 4.7 and 4.8.

*Integration.* The definition of organization is the same one that applies to Personal Narrative essays. The criteria are also the same. Refer to figure 4.9.

#### 4.6. CONCLUSION

In the introduction to this chapter we referred to the difference between spoken and written language. The basic distinction lies in the fact that written language has to use the language system so that it can compensate for the absence of paralinguistic elements present in the spoken language. Nevertheless, when we write we have a number of advantages that are not present during verbal communication such as time to organize, reread, revise and improve our essays.

We have approached the study of Personal Narrative, Expository and Persuasive essays from two different points of view, namely the process approach (how students compose their essays) and the product approach (what type of essay the students have created). We discussed the process approach by presenting an array of activities and strategies that can be used to help students move through the five stages of writing: pre-writing, drafting, revising, editing and publishing. During the product approach we discussed the 6+1 Traits of Writing as well as the ISAT rubrics. The former analyzes the students' accuracy level for: a) Ideas. Students score high on this trait when they know how to be specific, insightful, clear, use the appropriate details, and develop the topic in a way that is clear to the reader, b) Sentence Fluency. This trait considers the readability of the text. Students score high on this trait when they know how to use transitions that assure the smooth flow between sentences, use natural dialogue and sentences that fluctuate in length, structure, beginning, end, etc. c) Organization. Students score high on this trait when they use a beginning and ending hook, use smooth transitions between sentences and paragraphs, present information following a logical sequence, develop the main idea with supporting details, text is coherent and cohesive and include a conclusion that ties everything together, e) Word Choice. Students score high on this trait when they know how to show rather than tell, use the right amount of descriptive adjectives, use language devices in order to catch the attention of the reader, avoid repetition, etc. f) Voice. Students score high on this trait when they know how to express feelings and emotions accurately so the reader can 'feel' the author, g) Conventions: Students score

high on this trait when they know how to use correct spelling and grammar as well as good paragraphing, and h) Presentation: Students score high on this trait when they know how to present a paper that has uniform spacing, that is legible and consistent, that uses the right clues and includes visual aids when needed. The latter, the ISAT rubrics, assess students' compositions by paying attention to: a) Focus: this feature determines if the facts are linked together, b) Support: this aspect of the evaluation rubric studies the descriptive features used when illustrating the main theme, c) Organization: this feature examines whether or not the writing exhibits a clear structure through a plan of development and if the paragraphs are logically related to each other, d) Integration: the purpose of this section is to provide general information about the clarity of the essay by determining how accurately the wording of the students adapts to the assigned task according to their grade level, and e) Conventions: this section evaluates the grammar and general mechanics of the essay.

We regard as extremely important the use of these writing rubrics. We believe they can help not only teachers, but also students. We consider they are beneficial for teachers because they allow educators to precisely pinpoint the specific areas that need more instruction time. Furthermore, when all teachers have a common assessment tool they can work together towards achieving a common goal since they all know what is exactly what is going to be evaluated. At the same time, writing rubrics help students when teachers show them how to use them and when students understand the meaning and purpose of each component. It has been our experience that when students are informed of what they are going to learn they improve their performance over time. Therefore, if students are explicitly aware not only about the names of the stages of writing they are working on, but also about the tools that will be used to assess their compositions they are more likely to learn to monitor their own writing. We theorize this will eventually allow students to become more interested in reading (since they will understand the way texts are structured) as well as more motivated for writing. For these very same reasons, we have followed these procedures during the lessons.



*Chapter 5.  
Methodological  
Approach for the  
Teaching of  
Writing*

## 5.1. INTRODUCTION

“The most important factor affecting student learning is the teacher. ....More can be done to improve education by improving the effectiveness of teachers than by any other single factor” (Wright et al., 1997: 63).

This dissertation makes new contributions to our understanding of key features in the methodological process of the teaching of writing to ELLs. We believe the higher the level of literacy of a country the better the possibilities to develop. Since the native language of a country is the major mean of communication, having a better understanding of English in the USA may help ELLs to reach their highest potential as citizens of The United States of America. The need to create a program that allows ELLs to succeed is clearly evident when we realize these current primary students will be part of the future work force that will contribute to the proper functioning of the country. We believe that when educators understand the way ELLs learn, and provide the best conditions for them to be successful, they are contributing to build a prosperous civilization. In order for education to be most flourishing, teachers have to accept the fact that students may have different backgrounds and their own particular way of learning. A teacher cannot pretend that *one size fits many*, but that *each student only fits their own size*. School cannot achieve their goals unless all students are guaranteed the best possible education. Students must learn to think, not to follow. Teachers must understand that education is not simply having students gathering information, but providing them with knowledge of the world around them, with experiences that will forge their character and moral values, with the keys that open the doors to future careers and growth, with confidence to make decisions, with courage to accept challenges and understand success and failure; which eventually will lead them to create educated opinions about life and pave their path to the lifelong process of learning how to become the very best a person can be. It is only when professionals are aware of the characteristics of their students that they can provide an education that grants all individuals, in spite of their first language, the possibility of achieving physical, mental and emotional growth.

## 5.2. CONTEXT

This is my tenth year teaching in a public school in Cicero. This school district is a predominantly Hispanic suburb, west of Chicago, Illinois, USA. I have taught different grade levels ranging from kindergarten to sixth grade. During all these years, I have been working with ELLs whose first language is Spanish and who are not proficient in English. For the past four years I have been a self-contained<sup>1</sup> transitional – bilingual teacher (teaching 50% of the content area in Spanish – social studies, math and reading – and 50% in English – science, reading and writing –). I observed that, in spite of having some difficulties with reading, it was writing in English what was the most difficult for ELLs.

During my Masters in Education at Northern Illinois University, as well as during the classes leading to the Bilingual and ESL endorsement, I discussed with my partners and professors my concern about the inexistence of a writing program that can address the needs of these students. Also, in the district of Cicero there are ‘Kagan schools’; where all teachers use cooperative strategies. Although the school where I work is not one of them, the teachers using these types of strategies have often reported positive benefits as compared with traditional instruction. Furthermore, in 2007 a new Social Studies program, History Alive, was introduced in the district. This program is based on the theory of Multiple Intelligences by Howard Gardner. At a personal level, I have always liked this theory since I consider it grants students the opportunity to feel successful by creating meaning the way that is most significant for them. Since necessity is the mother of all inventions, I decided to create a writing program that would address the needs of these students as well as provide differentiation. Therefore, acknowledging the merits of existing writing programs, as well as considering all the information that I have attained regarding ELLs and the positive experiences shared by my co-workers while using cooperatives strategies and Multiple Intelligences theory, I have created a set of writing lessons that combine the use of cooperative strategies and Multiple

---

<sup>1</sup> Self-contained: When a teacher is responsible for teaching both sections (English and Spanish) in a transitional classroom.

Intelligences theory. I personally believe the use of cooperative strategies is highly beneficial for students since it grants pupils the opportunity to develop emotionally. This is of extreme importance when we consider the fact that many students never have the chance to unambiguously learn about social skills – and there is not an explicit socio-emotional curriculum either –. Also, since the most frequent type of student motivation is extrinsic motivation, I wanted to provide students with learning situations that foster the growth of intrinsic motivation and learner autonomy so they can become independent learners. This twofold perspective on motivation has brilliantly been addressed by Madrid (2002: 369-422) in his article “The Power of the FL Teacher’s Motivational Strategies”. As the author states “a special importance is given to extrinsic motivations as the first step to incentivate amotivated students and some key principles are given to turn them into intrinsic motivation” (p.369).

The subjects of our sample have been twenty-one ELLs (eight boys and thirteen girls) in fifth grade of Primary Education in the academic year 2008-2009 of a public school in the city of Cicero, Illinois, USA.

The bilingual transitional classroom in which the writing lessons were implemented provides an interesting challenge to explore the growth of a 5<sup>th</sup> grade class during a complete school year in the area of writing. As reviewed during section 3.3., when teaching ELLs we need to consider their different levels of language acquisition and apply strategies that are most appropriate for them. We have previously discussed the features that describe each one of the many different bilingual programs including its structure and decision making processes (see section 3.3.1.). Furthermore, we have also overviewed a vast amount of strategies that can be used when teaching ELLs (see section 3.3.3.). Thus, considering the information presented during the previous chapters, we have designed 57 lessons and a WebQuest that has been used with 5<sup>th</sup> grade transitional students. We include a separate volume with all the lessons which have been implemented during our instruction.

Ensuing, we discuss the methodology we have used during our lessons as well as its evaluation.

### **5.3. METHODOLOGY**

With the intention of facilitating ELLs the composition of Personal Narrative, Expository and Persuasive essays, we have put into practice a systematic and explicit writing program that targets the instruction of the necessary skills within this area. The program will grant us the opportunity to evaluate whether and to what extent this particular instruction fosters the development of the required writing abilities to compose the above mentioned essays of fifth grade bilingual-transitional students (ages 10-11). Thus, during this section we provide the description and justification of the design of our writing lessons. We shall begin by delineating the overall guiding principles that have spurred us on in the design of our intervention program, and which are based on our extensive research evidence presented in Chapters 1, 2, 3 and 4. We shall continue by explaining each one of the components of the lessons.

The first set of lessons was created during the school year 2006-2007. After implementing them in the classroom, we observed certain areas that could be modified. At the end of the school year we reviewed and adjusted the lessons according to our findings. These newly reviewed lessons were used during the academic school year 2007-2008. One more time, these lessons were evaluated and re-tailored according to our personal observations. A final version was used during the school year 2008-2009. We have provided direct explicit instruction during the writing period for an average of 45 minutes a day (which is the recommended time in the district). The overt teaching began on the last week of September. We ended the implementation of the lessons on the second week of May, happening close to the end of the school year (first week of June). Therefore, our intervention program has spread out over the course of eight months, which we believe is adequate time to build up and put into practice a number of chief aspects in the teaching of English writing to ELLs. This set of lessons proved to be most beneficial for students. Not only did students improve their writing skills, but they also

developed a love for writing as well as socio-emotional skills that they have kept; as commented by their current teachers. (See Appendix I. to see the letters that teachers wrote about some of the students who participated in this study).

### 5.3.1. General Principles

The philosophy which has steered our teaching has been provided by the theories formerly addressed throughout our literature review. Although we have taught writing explicitly, we have not considered this area of language as an isolated skill. Consequently, we have not approached the instruction of writing relying merely on the instruction of grammatical and spelling rules. On the contrary, we have delivered instruction in content as required by the NCLB. Our main goal was to facilitate the acquisition of the writing skills that will, in the long run, transfer to more complex reading and writing task.

We have presented students with activities that address different types of learning styles and content knowledge about different areas. In order to help students understand the various structures that apply to different types of texts and to minimize its apparent obscurity, caused by the large amount of elements that come into play when composing an essay, we have provided overt instruction about each one of the main components of each essay. Furthermore, we have called attention to the importance of getting acquainted with the use of graphic organizers; particularly the advance organizers where we have described the key constituents of each text type that was the object of instruction during this intervention program. Moreover, we have aided the acquisition of vocabulary by including fun games that, in the form of hands-on activities, foster the acquisition of the specific terminology, expressions and words that may be required in different contexts.<sup>2</sup> Certainly, rather than perceiving writing as an end in itself, we have regarded it as the tool that will enable students to develop their multiple intelligences and to access a more

---

<sup>2</sup> See Balteiro Fernández's (2008) "Complex lexical units and their treatment in second language learners' dictionaries". This is an interesting, methodological study on English complex lexical units and their treatment in dictionaries for learners of English as a second or foreign language.

global education. (See section 6.2. for a detailed description of the main features achieved in the creation of the writing lesson program).

### 5.3.2. Lesson Components

As we stated above, we have used the theory of Multiple Intelligences as well as Kagan's cooperative strategies. The main division of the lessons is done by creating two differentiated sections: teacher section and student section.

1) Teacher Section: the first block of the lesson, where professionals find all the information they may need in order to deliver the lessons.

2) Students Section: titled "Students activities and materials", where teachers may find: a) pages to be made into transparencies (to explain concepts / interesting facts / closing stories etc.); b) students' directions in order to perform any activity; c) any needed materials that might be required in order to complete an activity (ex. Cards, etc.)

Next, we will explain the meaning of all the different components of the lessons.

*1. Topic of the lesson:* The main idea or concept the teacher wants the students to learn. Ex. Learn about the Six + 1 Traits of Writing. (1) Ideas Trait.

*2. Grade level:* This is the grade level for which the lesson is intended. Even though we have indicated in these lessons the grade level as 5<sup>th</sup> transitional, we believe they could be applied in levels 4<sup>th</sup> through 6<sup>th</sup> grade, in a transitional or regular division classroom, according to the level of the students.

*3. Context:* The specific activity that students are going to carry out in order to achieve the 'Topic of the lesson'. Ex. 'List your ideas for three different types of essays: narrative, expository and persuasive.'

4. *Content areas*: The academic subjects to which the lesson applies. Due to the dependable relationship among the four skills that compose language ability (Reading, Speaking, Listening, Writing) we have included activities that require the active use of these four skills in each one of the lessons. Since writing has to be taught in content, we have included a variety of content areas such as math, science, social studies, art and socio-emotional development.

5. *Lesson number*: The number of each lesson. Ex. 50

6. *Objectives*: We have designed lesson objectives bearing in mind Moore's (1996<sup>3</sup>) concept and definition:

Lesson objectives are descriptions of specific performances the students should be able to exhibit in order for the instructor to consider them competent in the lesson content area. Lesson objectives provide a basis for constructing tests and exams and help the instructor organize lesson content and instructional materials. The students benefit because the lesson objectives give them a means of directing their efforts according to the instructor's intent.

In this section, we have to clarify that not all objectives follow the same format. This is the case because most of the objectives were taken from ISBE and others were created by the researcher. The former were included in the lessons exactly as they appear on the website (See appendix VI for a complete list of the ISBE goals for writing). The latter were created taking into account the guidelines we found in: Mager (1997) and Anderson et al. (2000).

Ex. Objective taken from ISBE.net:

## LANGUAGE ARTS

---

<sup>3</sup> Moore, David. (2008). "Lesson Objectives". University of Reno, Nevada.  
<http://www.unr.edu/sb204/extsyllabus/objectiv.html>

STATE GOAL 3: Write to communicate for a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

Ex. Objective created by the researcher:

- Students will be able to develop higher level thinking by reflecting on the activity they liked the most.

Furthermore, the objectives that appear on the lessons are of two main types: Content and Language Objectives. Nonetheless, we must also state that there are objectives that apply to all the lessons even though they might not appear ‘explicitly written’ in the objective section of each lesson. We have called them ‘General Objectives’.

6.1. Content Objectives: As it can be found on the Lowell Public Schools (Massachusetts) website, ‘Content Objectives’ can be defined as:

Statements that identify what students should know and be able to do in particular content areas. They support school district and state content standards and learning outcomes, and they guide teaching and learning in the classroom. Objectives presented both in writing and orally during the launch of the lesson tell the students what the content of the lesson will be. It is revisited during the summary of the lesson to assess for understanding.

Ex. Students will be able to identify the main idea of four different paintings.

6.2. Language Objectives: As it appears on the Lowell Public Schools (Massachusetts) website, ‘Language Objectives’ can be defined as: “Objective presented

in writing and orally to tell the students the language that will be needed to understand the content of the lesson.”

Ex. Students will be able to use descriptive adjectives without making any spelling mistakes.

6.3. General Objectives: As we discussed in section 4 (Content areas), we have included activities that require the active use of the four skills of language in each one of the lessons. Therefore, there are some specific objectives that apply to each lesson. These are:

#### READING

STATE GOAL 1: Read with understanding and fluency.

B. Apply reading strategies to improve understanding and fluency.

1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.

C. Comprehend a broad range of reading materials.

1.C.2a Use information to form and refine questions and predictions.

#### WRITING

STATE GOAL 3: Write to communicate for a variety of purposes.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

#### LISTENING AND SPEAKING

STATE GOAL 4: Listen and speak effectively in a variety of situations.

A. Listen effectively in formal and informal situations.

4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.

4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.

4.A.2c Restate and carry out a variety of oral instructions.

B. Speak effectively using language appropriate to the situation and audience.

4.B.2b Use speaking skills and procedures to participate in group discussions.

4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

#### SOCIO EMOTIONAL LEARNING

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

C: Use communication and social skills to interact effectively with others.

2C.2b. Analyze ways to work effectively in groups.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.

3A.2a. Demonstrate the ability to respect the rights of self and others.

7. *Strategies*: They refer to the way students are going to be working during the lesson.

We have used cooperative strategies taken from Kagan (1998). We decided to use these strategies because, as we said above, we wanted to contribute to a positive ‘Emotional Development’ of students. ‘Cooperative Learning’ is one of the best explored of all educational approaches. It has been proven that the application of this type of strategies in the classroom makes possible for students to learn faster and more efficiently, to have greater retention, and to feel more positive about the learning experience. (See Kagan 1992, 1995, 1998, 2009). Since ‘Cooperative Strategies’ are an

organized and respectful way of working with others, we believe they could be used as a double instructional tool. This is, students learn to work with their peers in a structured polite way (facilitating the learning process) that they take with them when interacting with their partners in a different environment (facilitating their relationships with others). Also, since these strategies apply to different ‘Multiple Intelligences’, we believe students would be able to improve their self-esteem when they see themselves succeeding while performing the activities that appear in the lessons. We hope that giving students the opportunity of experiencing feelings of success could lead to foster a feeling of confidence and a positive attitude towards their partners and the learning environment.

Ex. Discussion; 1.2. Stand and share; 1.3. Storytelling; 1.4. Share and Compare; etc.

8. *Activities*: The students section is composed of several subsections:

8.1. *Materials*: By ‘materials’ we refer to all the ‘physical materials’ students may need in order to carry out an activity.

Ex. School supplies, picture cards, etc.

8.2. *Introductory Set*: This is divided in several subsections:

8.2.1. *Review of previous lesson*: Where we use: 1) review questions and 2) student self-assessment (we will explain this second section below, in the assessment section).

With the review questions, we aim to activate the prior knowledge that will facilitate the acquisition of new information. We normally use Bloom’s taxonomy questions (knowledge and comprehension) from the previous lessons. We decided to include this section taking into account the work of Marzano (2004), who studied the positive correlation between background knowledge and generalized academic performance. According to this author, the existing knowledge that a particular student has about a specific subject will determine how much new information the students will

learn. We also paid attention to the outstanding findings of Vygotsky (1962), who first introduced scaffolding as a teaching strategy. In this type of instruction, the teacher offers scaffolds or supports to assist the learner's development. The scaffolds increase the learner's capability to build on prior knowledge and comprehend new information. (Olson and Pratt, 2000).

8.2.2. Introductory Activity: This is a warm up activity which serves as a preview that is connected, directly or indirectly, with what is going to be studied in the lesson.

Ex. In lesson 50, we used the 'Introductory Activity': "What is the main idea of this painting?" Students have to observe four different pictures and select the right answer from the four choices given. Since the 'Topic of the Lesson' is: 'Learn about the 6+1 Traits of Writing. (1) Ideas Trait.' We designed this activity with the intention of having students practicing how to select a main idea.

8.2.3. Cooperative Strategies: As we mentioned earlier, we have used the Kagan (1998) cooperative strategies.

8.2.4. Description: We always offer a detailed description of the way to carry out any activity.

8.3. Procedure: This is also divided into several subsections:

8.3.1. A. *Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.*

8.3.1.1. Definition of the terms to be learned: In this section, the teacher provides clear explanations of the terms to be learned. Teacher will not only use different types of

visuals, but will also encourage students to participate; which makes diverse learning style learners acquire knowledge more easily.

8.3.1.2. What would the students be able to do at the end of the lesson? We include this section in our lessons because we consider it is important that students become aware of the fact that learning is an ‘enrichment process’ if we want to pave the way in the creation of autonomous learners.

8.3.1.3. Why is this important? Along with the above explanation (8.3.1.2.), we judge students will benefit from understanding the reasons for learning about a particular topic. We do not want students to regurgitate pieces of information, but to understand the benefits that come with acquiring new skills and being proactive in their own learning process. If we succeed in presenting knowledge in a way that is meaningful to them, we hypothesize students will acknowledge the fact that a well grounded education will provide them with the necessary tools to effectively operate in a society; which eventually will fuel their intrinsic motivation.

8.3.1.4. What are the students going to do? In this section, teacher tells students, briefly, what they are going to do during the lesson of the day.

8.3.2. *B. Teacher will model the activities.* Teacher will demonstrate how to perform the activity that is going to be the focus of the lesson.

8.3.3. *C. Students Practice.* This section is also divided in several subsections:

8.3.3.1. Activity: This section will indicate the title of the activity.

8.3.3.2. Cooperative Strategies: The strategies that have been used are the strategies proposed by Kagan (1998).

8.3.3.3. Description: In this section, teachers can find detailed information about the way the students should carry out the activity.

9. A. *Repeat overall big picture of what students were supposed to learn.* The main idea behind this section, and the next one, is to briefly review all the information that has been presented during the lesson so to ensure all students have a clear understanding of what they are supposed to learn. Furthermore, while restating generalizations and asking questions that demand a higher level of thinking, we intend to help students create connections between the new material and the pre-existing one; which will facilitate the store of information in the long term memory.

10. B. *State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:* Teacher will ask questions in order to find out if students understood the main ideas of the lesson.

11. C. *Add a closing story or interesting fact.*

11.1. Interesting Fact / Closing Story: The purpose of the interesting fact or closing story is to offer students wider views of the content of the lesson. We want our students not only to feel like learning more about what they have seen in a particular lesson, but also to help them create connections with other multiple areas of knowledge. For example, when we use ‘Famous Quotes’ our goal is for students to learn about famous people and to develop higher level thinking skills that might allow them to understand the way we are, behave, think, relate with others, etc.

11.2. Game: The inclusion of a game (as when we use a joke for a closing story) serves a double purpose. On the one hand, we try to make students feel relaxed so they can successfully organize all the acquired information in an efficient manner. On the other hand, we want our students to remember the writing lessons as a ‘fun time’ so we increase their motivation and willingness to participate in further writing instruction.

*12. D. Inform students of topic of next lesson.* One more time, what we plan to do while telling students about future lessons is for them to organize information that can be easily retrieved when activating prior knowledge.

*13. Assessment:* There are two types of assessment:

13.1. Informal:

13.1.1. Bloom's Taxonomy. For the informal assessment, we will be asking questions, using Bloom's Taxonomy. We will be suggesting a set of questions that could be applicable to each lesson. Nonetheless, we must be aware of the fact that these questions are just a guide. They may vary, while carrying out the lesson, to better adjust to the necessities and characteristics of the students and the particular teaching situation / environment. There are six levels of questions and they are: Knowledge, comprehension, application, analysis, synthesis and evaluation.

13.1.2. Student self-assessment using Multiple Intelligences Theory. In order to foster higher level thinking, and to provide students with an opportunity to create meaning in a way that is most significant to them, students will complete a daily self-assessment. Thus, we will invite students to describe their new acquired knowledge using one of their Multiple Intelligences. In order to do so, students will receive a chart (see chart below) that comprises eight different suggested ways (according to the eight types of intelligences) of talking about what they learn in a lesson. We provide these many choices so students can develop a sense of autonomy: "The single most important strategy for building a sense of autonomy in students is to provide them with choices" (Raffini, 1996: 17). Students will be encouraged to perform a different activity each time they turn in their student self-assessment until they have carried out at least one activity pertaining to each one of the eight multiple intelligences. The intention is to help students develop their multiple intelligences.

13.1.3. Anecdotal Notes. Another possible informal assessment would be anecdotal notes. We must state here that we have not been able to include this section in our lessons due to time concerns. Nonetheless, we offer a guideline for teachers in case future professionals would feel like applying the method that we present in our lessons.

We are suggesting a set of questions that we believe would be most beneficial for the successful implementation of the lessons. We would consider factors such as: 1) team compatibility; 2) students' appreciation of the lesson and; 3) lesson outcome and design.

Some of these questions could be:

∞ Team compatibility:

1. Were these students a good combination?
2. How many times has this team worked together?
3. Has there been a repetitive pattern of positive / negative performance?
4. Is there a leader and some followers or are all the students equally participating?
5. Was there anybody in the group who was not feeling comfortable? If so, why was that?
6. Could they have been more productive working with other team members?
7. Was this a heterogeneous group? Here we will consider factors such as:
  - 7.1. English proficiency level.
  - 7.2. Types of interest (to determine the types of interest students will take a multiple intelligences test that will allow the teacher to see what some students' strengths and weaknesses are).
  - 7.3. Personality type: Are these students compatible? Are they active, passive etc.?

∞ Students' appreciation of the lesson:

1. Were the students engaged during the lesson?

2. What were the sections students liked the most / the least?
3. Did the students express their appreciation of the lesson; e.g. I like what we are doing, this is boring, what about if we do something else,...

#### ∞ Lesson design and outcome

1. Was the goal of the lesson accomplished?
2. Were the students able to do the activity independently, or as a group, after the teacher modelled the activity? If not, how much more modelling was required? Why did this happen? Was the content too complex? What other tools could we use to facilitate this lesson?
3. Were there any sections that were too long / too short?
4. Is there a particular need for changing any section of the lesson? Why? How could we improve it / them? How would that benefit the students?
5. How did we provide differentiation?

#### 13.2. Formal:

##### 13.2.1. Rubrics

#### ∞ Rubric for assessing Speaking and Listening.

This general assessment rubric will be applicable to all the lessons. For this section, our main learning objective is to have the students authentically engaged during speaking and listening. The standards that support this assignment are:

IL.4	STATE GOAL 4: Listen and speak effectively in a variety of situations.
IL.4	A. Listen effectively in formal and informal situations.
IL. 4.A.2c	> Restate and carry out a variety of oral instructions.
IL. 4.A.2b	> Ask and respond to questions related to oral presentations and messages in small and large group settings.
IL.4	B. Speak effectively using language appropriate to the situation and audience.
IL.4 4.B.2b	Use speaking skills and procedures to participate in group discussions.

∞ Rubrics designed by Culham to assess writing. See Appendix III.

∞ Rubrics designed for assessing a particular content / lesson.

We will use different rubrics, when appropriate, that will be tailored to the particular lesson.

## We all are smart (1)

<p>1. Word smart</p> 	<p><b>WRITING, READING, SPEAKING.</b></p> <p>1. Write a <b>ONE PAGE STORY</b> where you will use the information that you learned today in class. Read it to a partner. Discuss with him/her your points of view.</p>	<p><b>WRITING, READING, SPEAKING.</b></p> <p>2. Create a <b>DICTIONARY</b> of the terms you learned today. Discuss with your partner what you thought about the material you learned.</p>	<p><b>LISTENING AND SPEAKING.</b></p> <p>3. Create a <b>WORD SEARCH</b> with the most significant words of today's lesson. Invite your partners to find words hidden in a grid of letters.</p>	<p><b>WRITING, READING, SPEAKING.</b></p> <p>4. Write a <b>SUMMARY</b> of everything that you learned in today's lesson.</p>
<p>2. Number smart</p> 	<p><b>LOGICAL REASONING.</b></p> <p>1. Create a <b>SECRET CODE</b>. Use some of the words from the lesson, re-write them using your secret code, and invite your partners to figure them out.</p>	<p><b>LOGICAL REASONING.</b></p> <p>2. Write about the <b>PROBLEMS</b> you had (understanding something or with a partner) during today's lesson. Explain how you solved them.</p>	<p><b>LISTING.</b></p> <p>3. <b>CREATE A LIST</b> of questions you would like to ask:</p> <ol style="list-style-type: none"> <li>1) the teacher;</li> <li>2) a partner to test how much he/she understood today's lesson.</li> </ol>	<p><b>VENN DIAGRAM.</b></p> <p>4. Create a <b>VENN DIAGRAM</b> where you will be comparing and contrasting what you learned today with what you learned in a previous lesson.</p>
<p>3. Art smart</p> 	<p><b>ILLUSTRATE.</b></p> <p>1. Write about what we did in today's lesson. Create a <b>DRAWING</b> that illustrates your writing.</p>	<p><b>CARTOON CREATION.</b></p> <p>2. Create a funny <b>CARTOON</b> where you will be talking about everything that you have learned in today's lesson.</p>	<p><b>COLLAGE CREATION.</b></p> <p>3. Use magazines, old books, pictures from the internet, etc, to create a <b>COLLAGE</b> that summarizes everything you learned in today's lesson.</p>	<p><b>DESIGN.</b></p> <p>4. <b>DESIGN a line of clothing</b> that you would like your partners to wear if we would ever do this lesson again. <b>DESIGN a building</b> where you would like this lesson to take place.</p>
<p>4. Music smart</p> 	<p><b>SINGING.</b></p> <p>1. Write a <b>SONG</b> about what we did in today's lesson.</p>	<p><b>WRITING POEMS.</b></p> <p>2. Write a <b>POEM</b> that is a summary of what you learned in today's lesson.</p>	<p><b>TONGUE TWISTER.</b></p> <p>3. Create a <b>TONGUE TWISTER</b> to explain what we did in today's lesson.</p>	<p><b>MUSICAL INSTRUMENTS.</b></p> <p>4. Think about several <b>MUSICAL INSTRUMENTS</b> that you would like to use when singing about what we learned in today's lesson.</p>

## We all are smart (2)

<p><b>5. Body smart</b></p> 	<p><b>ACTING OUT.</b></p> <p>1. Think about a way you could <b>ACT OUT</b> what we learned in today's lesson.</p>	<p><b>MOVEMENT.</b></p> <p>2. Explain what we did in today's lesson <b>USING</b> a <b>bouncing ball, a skipping rope, a balloon</b>, etc.</p>	<p><b>BUILDING.</b></p> <p>3. Make your own <b>BOARD GAME</b> about what we learned in today's lesson. Make it as much fun as you can possibly imagine.</p>	<p><b>CRAFTS.</b></p> <p>4. Create a <b>SUMMARY</b> of what you learned in today's lesson using different materials such as: pipe cleaners, lentils, cotton, spaghetti, macaroni, etc.</p>
<p><b>6. People smart</b></p> 	<p><b>PEER TEACHING.</b></p> <p>1. <b>BECOME A TEACHER.</b> Teach one of your partners what you have learned in today's lesson.</p>	<p><b>INTERVIEWING.</b></p> <p>2. <b>BE A JOURNALIST.</b> Interview 5 students in the classroom. Invite them to share their experiences learning about today's lesson. Write down your findings and show them to the teacher.</p>	<p><b>CONFLICT MEDIATION.</b></p> <p>3. <b>PEER MEDIATOR.</b> Imagine two of your friends are arguing. How would you help them solve their conflict? How would you help them to learn what we studied today? (see example)</p>	<p><b>PEER EDITING.</b></p> <p>4. <b>PEER EDITOR.</b> Write a summary about what we learned in today's lesson. Ask your partner to edit your paper. Next, give it to the teacher.</p>
<p><b>7. Self smart</b></p> 	<p><b>PERSONAL REFLECTION.</b></p> <p>1. <b>REFLECT</b> about what you learned today. What was it? Was it something that really interested you? Do you think you really understand what we did in today's class?</p>	<p><b>PERSONAL GOAL.</b></p> <p>2. Set your own <b>GOAL</b> about how to improve your writing skills. Write down your plan. (See example)</p>	<p><b>MAKE CONNECTIONS.</b></p> <p>3. <b>MAKE CONNECTIONS</b> between what we did today and something that: 1) you read before; 2) happens or has happened in your personal life; 3) happens or has happened in the world.</p>	<p><b>METACOGNITIVE JOURNAL.</b></p> <p>4. Fill out a metacognitive <b>JOURNAL.</b> (See instructions).</p>
<p><b>8. Nature smart</b></p> 	<p><b>IDENTIFYING ANIMALS.</b></p> <p>1. <b>PEOPLE VS ANIMALS.</b> Think about what we did in today's lesson and try to think if there are animals that could do something similar to what we did.</p>	<p><b>CHARADES.</b></p> <p>2. <b>ANIMAL CHARADES.</b> Pretend that you are an animal and explain, using your body, what we did in today's lesson.</p>	<p><b>SENSORY ELEMENTS.</b></p> <p>3. <b>USE YOUR SENSES.</b> What were the elements that you saw, smelled, touched, tasted or heard that helped you understand what we learned in class today?</p>	<p><b>HABITAT.</b></p> <p>4. Draw a habitat and <b>WRITE</b>, on top of flowers, animals, rivers, etc, a summary of different components of what we learned today.</p>




(1)


Name: .....

Partner: .....

Write at least 3 short term goals that are going to help you improve your essays.

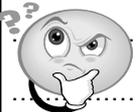
**1. REMEMBER WHAT A SHORT TERM GOAL IS:**

**SHORT-TERM GOALS.** A short term goal is when you set your mind to get or do something in the near future (e.g., in a day, within a week, or possibly within a few months).  
Example: Tomorrow, at 7.00 a.m., before coming to school, I am going to read the list of rhyming words that my teacher just gave me. I am going to read that list every day, this week, at the same time each morning, for 15 minutes. That is going to help me improve my spelling.

**2. WRITE YOUR SHORT TERM GOAL:**

GOAL 1.

**2.1. WHAT:** What is your short term goal? (Ex. Spend 15 minutes studying rhyming words)



.....

.....

**2.2. WHEN:** When am I starting my short term goal? (Ex. Tomorrow at 7.00 a.m.)



.....

.....

**2.3. LENGTH:** For how long am I working on my short term goal? (Ex. 15 minutes)



.....

.....

**MARIA ISABEL GARCIA GARRIDO**

# GOALS

(2)



## 2. WRITE YOUR SHORT TERM GOAL: (continued)

GOAL 1.

**2.4. FREQUENCY:** How often am I going to do things that are going to help me achieve this particular short term goal? (Ex. Every day this week.)

.....  
.....

**2.5. WHY:** Why am I doing this? (Ex. Because I want to improve my spelling.)

.....  
.....

**2.6. SELF-REWARD:** What is going to be my reward when I achieve this short term goal? (It has to be a reward that you give to yourself. Your reward cannot depend on anybody else). (Ex. When I have memorized all the list of rhyming words the teacher just gave me I am going to sit down in front of my computer and play my favorite video game. I will also say out loud (to myself or to a significant other) that I am proud of achieving my short term goal)

.....  
.....

## 5.4. EVALUATION OF THE METHODOLOGICAL APPROACH

### 5.4.1. Research Design

As we mentioned in our general introduction, **the third main objective** we pursue in this investigation is to provide evidence for the merits of the designed methodological approach to the teaching of writing to ELLs. In order to fulfill this objective, we carried out a research design **to evaluate and appraise the writing development of the fifth grade bilingual – transitional students before and after the implementation of our writing program**. Therefore, an evaluation was undertaken leading to examine the effectiveness of implementing the new program. In order to assess the extent to which the intervention program has had an impact on students' writing ability and be able to quantify it, a **one-group Pre-Test/Post-Test Design** was adopted. Because of institutional constraints, it was not possible to choose two classes to be taught by the same teacher (the researcher) and therefore only one intact class was available to participate in the study. Being aware of the inevitable restrictions that this type of research conveys to the outcome of the evaluation, we nevertheless fully agree with Porte (2002: 73) in that “By introducing a pre-test we do gain some information about the sample. The researcher would then be able to assure the reader that the students did not already know the material tested on the post-test, for example. A control group would not be needed *as the group would classify as its own control*<sup>4</sup>.” In this sense, we endeavor to work out not simply a performance measure of the correctness or incorrectness in writing compositions, but the manner in which the new method of instruction may have an effect on the distinct aspects measured.

### 5.4.2. Research Questions

The following research questions were addressed in the current study:

---

<sup>4</sup> Emphasis added.

1. *Will the students improve significantly their writing ability in the three types of texts measured: Narrative, Expository and Persuasive in the post-tests over the pre-tests?*

2. *Will the implementation of the methodological approach affect equally the students' writing performance on the three types of texts measured: Narrative, Expository and Persuasive?*

3. *Will the implementation of the methodological approach affect equally the students' writing performance on the twelve traits measured?*

4. *What correlations are there between pre-test and post-test scores and traits and between pre-test and post-test scores and texts?*

5. *Is there any combination of types of texts and traits for better measuring writing performance in our study?*

To the best of our knowledge, the associations between a multiple intelligence and cooperative strategy-based approach and the teaching of English writing to ELLs have not been the focus of any previous research as such. There seemed to be a research gap which could very usefully be addressed. Therefore, in answering these questions, we will hopefully gain new insights that will help teachers to develop and implement effective classroom-writing procedures.

### **5.4.3. Participants**

The twenty-one students who have participated in our study are eight male and thirteen female students attending fifth grade bilingual – transitional during the school year 2008-2009 at Lincoln Primary School (Cicero, IL, USA). The subjects of our sample have a Mexican heritage; they either come from Mexico or have parents who immigrated from Mexico to the US. Their first language is Spanish and they are not proficient

English speakers yet. The vast majority of these students are on free or reduced lunch; which is an indicator that they are in a low socio-economic class. None of these students have been in this school since they started Kindergarten. All of them have been transferred to Lincoln from various schools, in the district and outside of the district, at different points in their lives. Most frequently they come from Drexel, a school that is around a mile away from Lincoln, and whose students have the same socio-economic situation. They all come from a bilingual classroom (full time in Spanish, one period of ESL through science and one period a day, in one of the content areas of Art / Music / Media / Gym, with an English speaking teacher). This is their first year in a bilingual – transitional classroom; which means they have 50% of the day in English and 50% of the day in Spanish (the morning, 8.50-11.30, was devoted to Spanish and the afternoon, 12.00-2.50, to English). All the students were new to the teacher, who is the same person who carried out this study.

During the time we implemented the intervention program, there were four fifth grade classes attending Lincoln School. Our class was the only transitional-bilingual classroom. The other three classes were regular division classrooms (all day in English with a native English speaker teacher). Our students had their lunch period from 11.30 to 12.00. They shared their lunch with the students attending regular division; which theoretically will allow them the opportunity to interact with native English speakers. Nevertheless, at the very beginning of our study, we observed how our students had the tendency to stay together and avoid interaction with other fifth graders. When asked about the reasons for them not to play with the others they stated the following: *“Teacher, it is mainly because they call us ‘the bilinguals’. They think they are better than us because they speak English better than us. And, you know what? Some of them were with us last year and now that they are all day in English they believe they are ‘muy-muy’<sup>5</sup> and we are not good enough to be their friends.”*

---

<sup>5</sup> ‘Muy-muy’ is a Mexican expression frequently used by students to refer to pretentious people.

#### 5.4.4. Procedure and Instruments

##### *Setting the stage*

In order to make students feel comfortable with the intervention program, we commenced our instruction by ‘setting the stage’. Rosencrans (1998: 69) describes this concept as: “... it is important that students share the mindset, so it is crucial to set the stage for learning at the outset of adopting the philosophy. Doing so creates motivation and the mindset necessary to learn.” Therefore, on the first day of our intervention program, we offered our students relevant information about the Multiple Intelligences Theory. Besides, we held a discussion about writing in English.

We first presented our students with a power point where we: 1) defined each one of the eight different types of intelligences, 2) included many pictures of people who belong to each one of the categories (so students could relate to famous/important people and feel proud of themselves) and 3) described some of the skills people belonging to each category may have. After the power point presentation, our students took a Multiple Intelligence Test. (See Appendix V).

Ensuing, students were invited to share their ideas about writing. We facilitated the interaction among students by asking the following questions:

1. Is writing in English easy? Why?
2. Do you enjoy writing? Why?
3. Who is the best writer you know? Why do you think (s)he is so good?

The responses we obtained from our students were of no surprise to us. As we had observed during previous years of instruction, writing in English is always the ‘least’ favorite subject of ELLs. It is curious to note, however, that this perception is not shared by Spanish students of English as a foreign language as evidenced in a study carried out at Secondary Education level (Linde López, 2007: 375). Here, as the author claims, the

order of difficulty outlined is quite different: “La secuencia, de mayor a menor dificultad es la siguiente: *Expresión oral, Comprensión auditiva, Pronunciación, Gramática, Expresión escrita, Comprensión lectora y Vocabulario.*”

In relation to our first question, the whole class agreed on the difficulty of English writing. The main reason for that was the lack of rules for its spelling.

As far as the second question, one more time the whole class expressed their disfavor about writing. They stated they did not enjoy writing because they felt it was harder to write in English than to speak in English.

Finally, with respect to the third question, they just referred to movies instead of famous writers. Examples provided were *Coraline*<sup>6</sup>, *Harry Potter* and *Twilight* which reveals the interest of these students in the genre of fantasy.

Thus, the results from the Multiple Intelligence Test and the answers of our students on the open discussion were of great relevance to us for a number of reasons. On the first hand, it allowed us to see what the strongest and weakest intelligences were. From strongest to weakest these were: 1) Self-smart, 2) People-smart, 3) Music Smart, 4) Nature Smart, 5) Number Smart, 6) Art Smart, 7) Word Smart, and 8) Body Smart. Surprisingly, word smart was just before the last one; a type of intelligence that is highly required for the composition of essays. Furthermore, the open discussion enabled us to corroborate our hypothesis about student’s perception of writing in English. Finally, we also believe that by presenting students with a situation where they had the opportunity to talk freely and share their ideas with their classmates and teacher, we contributed to the creation of an environment where students feel comfortable and willing to take risks.

---

<sup>6</sup> Gaiman, N. (2002). *Coraline*. Bloomsbury. UK

*Pre-test administration*

I administered the pre-test on the third week of September during the forty five minutes period of daily English writing instruction; which always took place from 12.30p.m.-1.15pm. Students first wrote the Personal Narrative essays. I attempted to administer this test on Thursday, however, I had to postpone it to the following Monday for the following reasons. Students seemed nervous when asked to compose the essay. (For further information on students' anxiety, see Stephenson's (2007) interesting article "Gender as a predictor of anxiety in foreign language learning"). When we invited them to share their feelings about the task, they said they were not sure about what to write or how to express their ideas in English. We had a discussion about the importance of believing in 'yourself' and not being afraid of making mistakes. Then, we all shared stories about our lives so they could better understand the meaning of personal narrative. Since this first trial took place on Thursday, and the students' anxiety level seemed to be too high, I decided to postpone it until the following Monday. I hypothesized it would be better for the accurate measurement of the test, if I helped the students 'to get lose'. Thus, on the following day, Friday, during the time devoted to English instruction, I provided students with plenty of opportunities to talk about their lives so they could have more vocabulary to include in their essays and they could feel more confident about their English. On Monday, when the pre-test finally took place, students seemed to be relaxed and willing to put their thoughts in writing. They were given the following three prompts and they had to choose one of them:

*1. Everyone has been scared at some time. Think of one of those times. Where did the incident take place? Remember the reason why you were scared. What were the emotions that were involved? What actions did you take? What were the results of those actions?*

*2. Imagine that you woke up one morning to find you had grown two extra pairs of arms. Write a personal narrative story about a day in your life with these extra limbs. Consider how your life changed for the better and worse.*

3. *Imagine the best birthday party ever! Your own or a friend's'. Write a personal narrative about that party. Include who was there and what happened that made it such a great party.*

The expository pre-test took place two days later, on Wednesday. We left two days in between essays to avoid getting students 'tired' of writing and to devote more time to implement self-esteem / self-confident activities in the classroom. Students did not seem to be anxious when invited to create a composition. The three choices they were offered were the following ones:

1. *Many domesticated animals have been helpful to humans. For example, horses, mules, camels, and elephants have been used to help us carry or pull heavy things. Dogs can help blind people find their way and also help hunters find animals to kill for food. Choose one animal that you think has been extremely helpful to people. Write an expository paper explaining how that animal has benefited humans.*

2. *Being successful in school requires hard work and determination. You may want to raise your grades or make the basketball team. You might want to be known as a talented artist or singer. Think of a goal that you have for being successful as a student. Explain your goal and how you will achieve it.*

3. *Everyone enjoys time with their family. What is the best day you have ever spent with your family? Think about the reasons that made it the best day ever! Include at least three reasons in your paper that explain what made it the best day.*

The last pre-test, the persuasive, took place on Friday. Since this was the third test students did not seem to be anxious about composing their essay. The choices they were offered for the persuasive essay were:

1. *In order to save money, your principal is thinking about closing the school library, or media center. Write a letter to your principal persuading him or her to keep it open. Give as many reasons as you can to support your position.*

2. *Write a persuasive essay in which you agree or disagree with this statement: "It is more fun to be a child than an adult".*

3. *In many areas of the country, students in both private and public schools are required to wear school uniforms. Write a persuasive essay either supporting the idea or not supporting the idea of having to wear a school uniform. This is, what do you think would be best for you and all your partners: 1) wear the uniform; 2) not to wear the uniform? Justify your choice. Give reasons to support your ideas.*

Thus, in one whole week students had completed the three different pre-tests. They said that the hardest one was the expository essay. During the pre-tests many students expressed their worries about 'not being able to write well'. The vast majority stated they did not know how to say in English what they wanted to communicate; what made them feel frustrated. Other common issues raised were: a) problems with spelling, b) not having enough ideas to write about (which we perceived could be related to a lack of creativity), c) not knowing how to fully describe things (which we theorized was due to lack of vocabulary) and d) too time consuming (which we understood was the result of not being familiar with text structure, graphic organizers, specific vocabulary, etc.).

#### *Post-test administration*

The post-tests took place in May. As we did with the pre-tests, we administered the post-tests during one week and followed the same order of the pre-tests. Since students had numerous times during the school year to practice their writing, they did not hesitate while composing their essays. Thus, the first post-test was the personal narrative. The choices students were presented with were:

1. *Many times a person can touch our lives in a special way. Maybe it is a teacher who made you feel smart. Perhaps it is a grandparent who takes you on a big trip. It could be a parent that shows that he/she really trusts you. Write a personal narrative essay describing one time a person made you feel very special.*

2. *We learn new things every day. Sometimes we have trouble learning something new. Think about a time when you learned something that was difficult. It could be a skill in school, or an activity at home. Write a personal narrative essay describing a time you learned something new that was difficult for you.*

3. *In some neighborhoods, neighbors get together for block parties, picnics, and other special events. Sometimes neighbors help one another through some difficult times or in emergencies. Other neighbors are just friendly people to talk to or visit. There are also a few difficult neighbors who are not always pleasant or helpful. Write a personal narrative essay telling about one experience that you have had with your neighbor(s).*

The prompts that we presented during the expository essay were:

1. *Today's students are familiar with the effects of alcohol tobacco or drugs on the body. They know that long term use of any of these will change how the body functions and most likely lead to disease. Write an expository essay describing some of the unhealthy effects of alcohol, tobacco or drugs on a person's health.*

2. *There are many interesting places to visit that are close to home. Think of an interesting place that you have visited. Write an expository essay describing a place that you think is interesting. Include information which shows why this is an interesting place to visit.*

3. *We each have many teachers. Some teachers are funny. Some teachers are strict and make you work very hard. Some teachers tell lots of stories. What qualities do*

*you think are important in a teacher? Write an expository essay explaining the traits that you think are important for every good teacher.*

The prompts for the persuasive were:

*1. Students of your age like to look fashionable. There can be some problems though, when parents don't agree with their child's choice of clothing, hair style or other accessories. Do you think that parents should or should not have the final word about what their children to wear?*

*2. There are many good reasons for owning a pet. Pets can provide people with certain benefits like companionship, help, or protection. Think of one animal that you would think would make the best pet. Write a persuasive essay in which you will try to convince your parents to get you a pet.*

*3. Your family is cleaning out your house getting ready to move. Your parents want you to throw away all of your old toys so there won't be so much to pack. However, you have one special toy that you don't want to get rid of. Think of that toy and the reasons you could use to convince your parents to let you keep it. Write a persuasive essay convincing your parents to let you keep that toy.*

The prompts that we used for our pre-tests and post-tests are the prompts provided by the district. These topics have been retrieved from previous ISAT tests. Each year, teachers are to give students three types of writing assignments, namely: personal narrative, expository and persuasive essay. These writing prompts are the same for all students in spite of their cluster (regular division, transitional-bilingual, bilingual). The main goal behind this writing assignment is to evaluate students' growth in English writing along the different grades. Each essay has to be assessed using the ISAT scoring rubric. Their essays have to be placed, at the end of the school year, inside of each student' folder. Once they move to another grade, their teacher receives each one of these students' folders. The home room teacher has to continue with the task of administering

the same three types of writing essays and recording the improvement from one year to another.

#### 5.4.5. Testing Requirements

We will consider the extent to which our tests have met a number of general principles that should underline all good test designs: *Validity*<sup>7</sup>, *Reliability*<sup>8</sup> and *Practicality*. As identified by noteworthy authors (Bachman, 1990, 2004; Brown, 1991; Hughes, 1993; Alderson, Clapham, and Wall, 1995; Wiersman, 1995; Bachman and Palmer, 1996, to mention but a few), there are different subdivisions in each one of the three main general principles identified above. Fernández Álvarez (2007) incorporates in his doctoral dissertation an outstanding review of the requirements for test consistency and test validity above mentioned. Nevertheless, for reasons of space, we shall mention only some of them.

*Validity*. Our tests have met different types of validity:

1) *Content validity*<sup>9</sup>. They have met this type of validity in several ways: a) the topics correspond to the central content and skills of the domain of interest, b) the tests are a representative sample of the language content since students are familiarized with the words and content they have to write about, and c) we have instructed our students how to write about similar topics in our intervention program.

2) *Face validity*<sup>10</sup>. We do believe these tests are reasonable ways to gain the information we are trying to obtain considering the facts that: a) students are familiar with these types of writing assignments, b) they prepare them for the state mandated tests c) the students have to write a composition, which is exactly what the test is intended to

---

<sup>7</sup> “**Test validity** is defined as the degree to which a test measures what it claims to be measuring” (Brown, J.D. 1991:101).

<sup>8</sup> “**Test reliability** of a test is defined as the extent to which the results can be considered consistent or stable” (Brown, J.D. 1991: 98).

<sup>9</sup> “A test is said to have **content validity** if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned” (Hughes, A. 1993: 22).

<sup>10</sup> “A test is said to have **face validity** if it looks as if it measures what it is supposed to measure” (Hughes, A. 1993: 27).

measure, and d) we have endeavored to make our tests interesting to the testees, teachers and administrator. (See Appendix IV to see the tests).

3) *Construct validity*. As defined by Davies et al (1999: 31) construct refers to “the trait that a test is intended to measure.” They further state that “a construct can be defined as an ability or a set of abilities that will be reflected in test performance, and about which inferences can be made on the basis of test scores.” Based on their theory, the tests used to assess the students also meet this requirement. Students are required to write a composition, which corresponds to the theory of language that is supposed to be assessed. The results obtained in the exam can be used to make decisions about the writing ability of the students, who are expected to demonstrate that they are able to write.

4) *Ecological validity or representativeness*. Another type of validity our tests have met is what Moats (1995: 74) defines as: “An ecologically valid test is one that is representative of what children are expected to learn or do in school.” Considering that our tests include topics previously presented in the ISAT<sup>11</sup>, which are also similar to the ones students are going to be tested on in future ISAT tests, and whose structures are part of daily practice in the writing classroom, we consider our tests also meet this third type of validity.

*Reliability*. Another requirement that our tests have met is *reliability*. Apart from determining the reliability of our writing tests statistically with the Cronbach alpha coefficient, we have paid careful attention to make sure the results display internal consistency. We have attempted to achieve this testing requirement by:

1) Granting optimal *external circumstances* for the administration of the test. The tests took place in the classroom avoiding any type of distracting situations.

---

<sup>11</sup> **ISAT**. The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. <http://www.isbe.net/assessment/isat.htm>

2) The students are highly familiar with the *testing items* since they have been practicing with similar topics not only during our intervention program but since they were in third grade.

3) As far as the *scoring*, since one of the main ideas of the program was to help students improve their performance on the ISAT test, we have used the rubrics that appear on the Illinois State Board of Education website (ISBE.net) (see Appendix II); which is something the students are familiar with. Furthermore, we have also used the 6 + 1 Traits of Writing Rubrics; which we have made sure students were familiar with by constantly using them along our intervention program. Therefore, since the rubrics that we have used are familiar to both teachers and students, their corrections are highly economical and objective. We must add here that we have also achieved *intra-rater reliability* since these tests have been scored professionally and objectively. There were three different teachers who volunteered to score the essays of the 21 students that formed part of this study. These teachers are considered highly qualified educators by the State of Illinois and have an average experience of 10 years as fifth grade teachers (2 of them in regular division, 1 of them in transitional-bilingual division). Therefore, the persons in charge of the scoring portion were familiar with the tests and the scoring rubrics. Although the teachers have never been in contact with the students whose essays they were evaluating, we decided to remove the names from the test and use a number to distinguish among the students in order to guarantee the objective scoring of each composition.

*Practicality.* Another testing requirement that our tests have met is *practicality*. The tests can be easily administered and do not require any specific tools that may impede their successful completion. On the contrary, they are paper-pencil tests that only call for a quiet environment that allows students to concentrate without any type of distractions. Also, given the extension of each of the tests, the students can easily complete it in sixty minutes.

## 5.5. DATA ANALYSIS

In our study, we have considered three main variables: *The dependent variable* corresponding to the *performance* of the students on the pretests and posttests. *Two independent variables*: one regarding the *three types of texts: narrative, expository and persuasive*, and the other corresponding to the *traits*, twelve dimensions (6 + 1 trait rubrics and ISAT rubrics) measured in each text, namely: 1. Focus (FO), 2. Support (SU), 3. Organization (OR), 4. Integration (IN), 5. Conventions (CO); 6. Ideas (ID); 7. Organization ISAT (OR), 8. Voice (VO), 9. Sentence fluency (SF), 10. Word choice (WC), 11. Conventions ISAT (CO), 12. Presentation (PR). To see an explanation of what each one of these aspects intends to measure refer to sections 4.4.1.2. and 4.4.2.2. Therefore, a total of 126 compositions constituted our production data (21 students  $\times$  3 texts  $\times$  2 tests) and 1,512 traits (126  $\times$  12).

Taken together, findings from these twelve traits give a wide-ranging heuristic with which to explore students' writing performances regarding narrative, expository and persuasive texts in the ELLs context. Considering that the data are drawn from students who have followed **a writing program of a multi-facet nature for the purposes of this research**, a picture not seen prior to this investigation comes up.

### *Statistical tests*

We have performed the following statistical operations on the data obtained with the afore-mentioned group:

- ✓ Cronbach reliability coefficient.
- ✓ Descriptive analysis (mean, median, standard error, standard deviation, range, variance, maximum, minimum, Skewness and Kurtosis).
- ✓ W. de Shapiro-Wilks test of normality.
- ✓ Levene test for homogeneity of variances.
- ✓ Correlated two-tailed t-test.

- ✓ Post-hoc analysis (Fisher's LSD).
- ✓ Pearson product-moment correlation coefficient.
- ✓ Factor analysis.

The statistical treatment of the data has been carried out with the statistical packages *Statgraphics Plus version 7.0* and the SPSS (Statistical Package for Social Sciences) *program version 9.0*. Results are reported as percentages.

### 5.5.1. Results and Discussion

As we were most interested in analyzing students' performance before and after the instruction was carried out by the new methodology, we first focus our attention on the group achievement this way, we shall intend to answer our first three research questions. Then, we shall turn our attention to the relationships between the independent variables: traits and texts when dealing with research questions 4 and 5.

#### 5.5.1.1. Reliability analysis

We first ran a reliability analysis for total scores and each of the two types of tests (pre-tests and post-tests) for the group. The internal consistency reliability estimate was calculated by Cronbach alpha, which results in a relatively high figure ( $\alpha$  ,969) of all the test scores, and  $\alpha$  ,868 for the pre-test and post test total scores. Pre-tests and post-tests also achieved very satisfactory level of internal consistency, respectively, being  $\alpha$ ,986 for pre-tests and  $\alpha$ ,992 for post-tests.

#### 5.5.1.2. Descriptive analysis

In order to provide comprehensive and meaningful descriptions of the performance of the population of this group, we carried out a descriptive analysis of the pre-tests and post-tests, taking into account the three variables: Narrative texts,

expository texts and persuasive texts, as well as the total scores with respect to the twelve traits measured (N=12 traits). Since we have four variables, we refer to this as a multivariate distribution. Therefore, the descriptive statistics will help us to better understand test takers' performance and also provide us with the basis of the future statistical procedures carried out in this study. See Tables 5.1.1, 5.1.2 and 5.1.3

*Table 5.1.1 Descriptive statistics of grouping*

	<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Standard Error</b>
<b>Pre-Narrative</b>	12	52.75	50.5	2.78
<b>Pre-Expository</b>	12	50.91	48.0	2.50
<b>Pre-Persuasive</b>	12	50.16	49.5	2.63
<b>Post-Narrative</b>	12	70.25	67.0	3.71
<b>Post-Expository</b>	12	71.75	70.5	3.78
<b>Post-Persuasive</b>	12	73.75	74.5	4.28
<b>Pre-Total</b>	12	153.83	148.5	7.81
<b>Post-Total</b>	12	215.75	211.5	11.71

Table 5.1.2 Indicators of variability/dispersion

	Pre-Narrative	Pre-Expository	Pre-Persuasive	Post-Narrative	Post-Expository	Post-Persuasive	Pre-Total	Post-Total
<b>N</b>	12	12	12	12	12	12	12	12
<b>S.D.</b>	9.63	8.67	9.13	12.86	13.09	14.83	27.06	40.56
<b>Variance</b>	92.75	75.17	83.42	165.4	171.4	220.0	732.33	1645.48
<b>Range</b>	33.00	30.00	33.00	48.0	52.0	56.0	96.0	11.71
<b>Min.</b>	37.00	41.00	37.00	42.0	41.0	40.0	115.0	123.0
<b>Max.</b>	70.00	71.00	70.00	90.0	93.0	96.0	211.0	279.0

Table 5.1.3. Indicators of shape

	Pre-Narrative	Pre-Expository	Pre-Persuasive	Post-Narrative	Post-Expository	Post-Persuasive	Pre-Total	Post-Total
<b>N</b>	12	12	12	12	12	12		
<b>Skewness</b>	0.587	1.971	1.146	-0.830	-1.150	-1.074	1245	-1046
<b>Kurtosis</b>	-0.220	1.083	0.507	0.609	1.475	0.954	0.355	1.063

As we can observe in the above tables, the results evidence that the level of difficulty of the three types of texts was an attainable goal for the group since the average mark was above the pass or 50% threshold in the pre-tests and quite high for the post-tests.

On the other hand, the standard deviations show considerable degrees in both tests, the pre-test being slightly lower than the pos-test. This indicates that the student's scores became less homogeneous after the instruction, showing a wider range of dispersion, too, as the total figures for both tests confirm.

Of particular interest are the Standard asymmetry and the Standard Kurtosis since in the two tests are values within normal limits, confirming that the sample distributions are reasonably normal.

#### 5.5.1.3. Research question 1

*Research question 1. Will the students improve significantly their writing ability in the three types of texts measured: Narrative, Expository and Persuasive in the post-tests over the pre-tests?*

With the aim of comparing the mean differences between the pre-tests and post-tests for the group, we applied a matched t-test to ascertain whether instruction using the new methodology had been effective.

In order to use the t-test appropriately, we need to check that the populations from which the two samples are taken are normally distributed. Therefore, W de Shapiro-Wilks Tests of normality were run for the three pre-tests and post-tests of the group showing that data are drawn from a normal distribution (Table 5.1.4). Since the p-value

for these tests are superior or almost equal to 0.10, we cannot reject that they come from a normal distribution at a 90% probability level.

*Table 5.1.4. W de Shapiro-Wilks Test of normality*

	<b>W de Shapiro-Wilks Test</b>	<b>Sig.</b>
<b>Pre-Narrative</b>	.95	.65
<b>Pre-Expository</b>	.86	.46
<b>Pre-Persuasive</b>	.95	.65
<b>Post-Narrative</b>	.92	.33
<b>Post-Expository</b>	.93	.44

Before carrying out a mean comparison to determine to what extent the test takers differ with respect to their performances in the pre-tests and post-test, we applied the Levene test to the six three subscales to confirm whether the use of the two-tailed t-test was appropriate in this case. Since all the values obtained are higher than 0.05, we can assume that there are no significant differences among the variances and consequently the variances of the populations from which the samples are drawn are equal (Table 5.1.5).

Table 5.1.5. Levene test for homogeneity of variances

	Levene Test	Sig.
<b>Pre-tests</b>	.110	.895
<b>Post-tests</b>	.134	.874
<b>Pre-tests- post-test</b>	.796	.555

Therefore, we first examine the results to explore the differences between the two tests for the narrative, the expository and the persuasive and total scores means through the correlated two-tailed *t*-test. Looking at table 5.1.6., we can see that the difference between the means is -17.50; -20.83; -23.58 and -61.91; and the standard error of the means difference 6.17; 8.73; 9.34 and 6.80 for the three pairs, narrative, expository and persuasive texts, and total means, respectively. Since the CI for the three pairs does not include zero, we can be 95 per cent confident that their two means are different. Furthermore, we can see that the *t* -9.82; -8.26; -8.74 and -9.10 are significant at  $p = .000$  for the four variables, respectively, which tell us that we can be 99.999 per cent confident that the means for those sets are different. Therefore, the results are as follows:

Narrative tests:  $t = 9.822$ ,  $df = 11$ ,  $p = .000$  (two tailed).

Expository tests:  $t = 8.260$ ,  $df = 11$ ,  $p = .000$  (two tailed).

Persuasive tests:  $t = 8.741$ ,  $df = 11$ ,  $p = .000$  (two tailed).

Total Pre-Post tests:  $t = 9.10$ ,  $df = 11$ ,  $p = .000$  (two tailed).

Table 5.1.6. *t*-test for paired means between pre-tests and post-tests

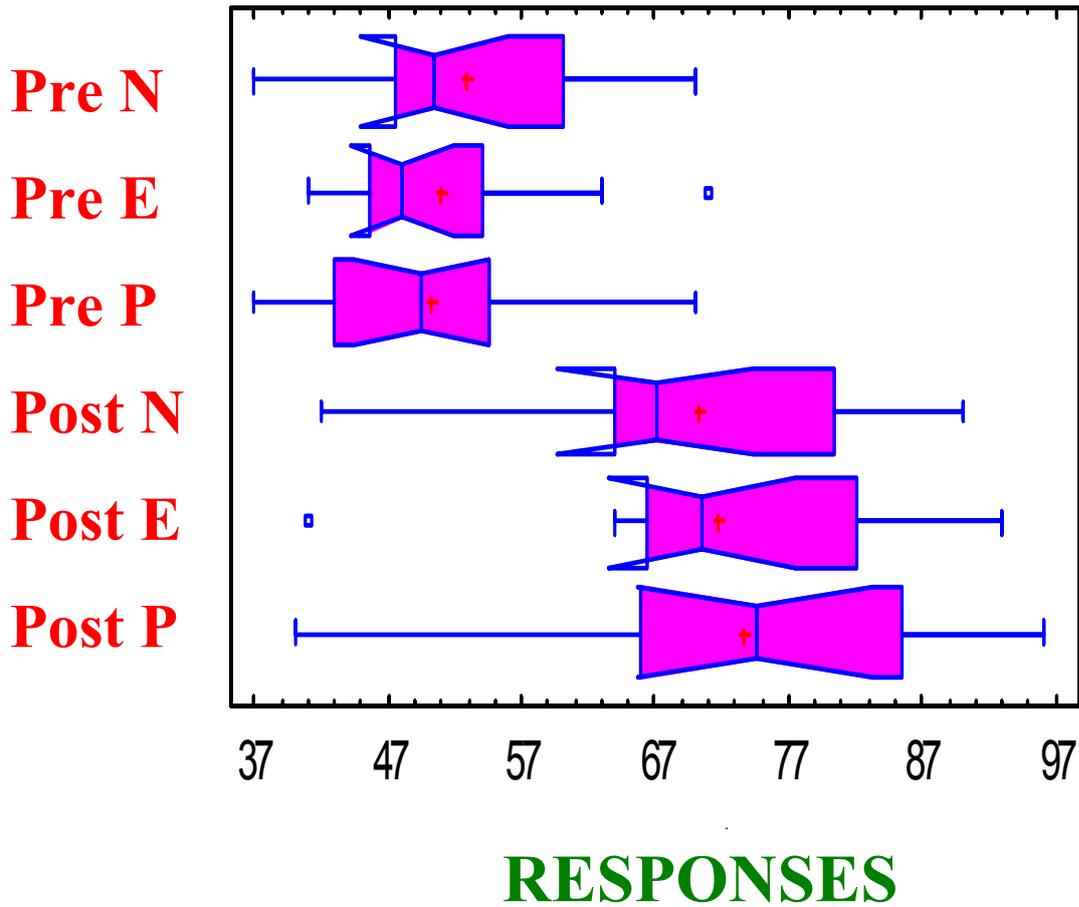
	Paired differences					T	df	Sig. (2-tailed)
	Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
Pre-Narrative - Post-Narrative	-17.50	6.17	1.78	-21.42	-13.57	-9.82	11	.000
Pre-Expository - Post-Expository	-20.83	8.73	2.52	-26.38	-15.28	-8.26	11	.000
Pre-Persuasive - Post-Persuasive	-23.58	9.34	2.69	-29.52	-17.64	-8.74	11	.000
Total Pre - Total Post	-61.91	23.56	6.80	-76.89	-46.94	-9.10	11	.000

Results obtained by applying a correlated *t*-test to our data showed significant differences in our students' scores. These analyses confirm that the group did significantly better on the post-tests when compared with the pre-tests in each of the text types (narrative, expository and persuasive) (Box and whisker graph 5.1.) and in the total scores (Box and whisker graph 5.2.)<sup>12</sup>, ruling out the possibility that the difference could be due to chance. Therefore, results contrasting learners' writing performance in the pre-test and post-test phases answer affirmatively *research question 1 since the students improved significantly their writing ability in the three types of texts measured: Narrative, Expository and Persuasive in the post-tests over the pre-tests?*

<sup>12</sup> The box-and-whisker plot displays a statistical summary of a variable: median, quartiles, range and possibly extreme values. In the Box-and-whisker plot, the central box represents the values from the lower to upper quartile (25 to 75 percentile). The middle line represents the median. The horizontal line extends from the minimum to the maximum value, excluding *outside* and *far out* values which are displayed as separate points.

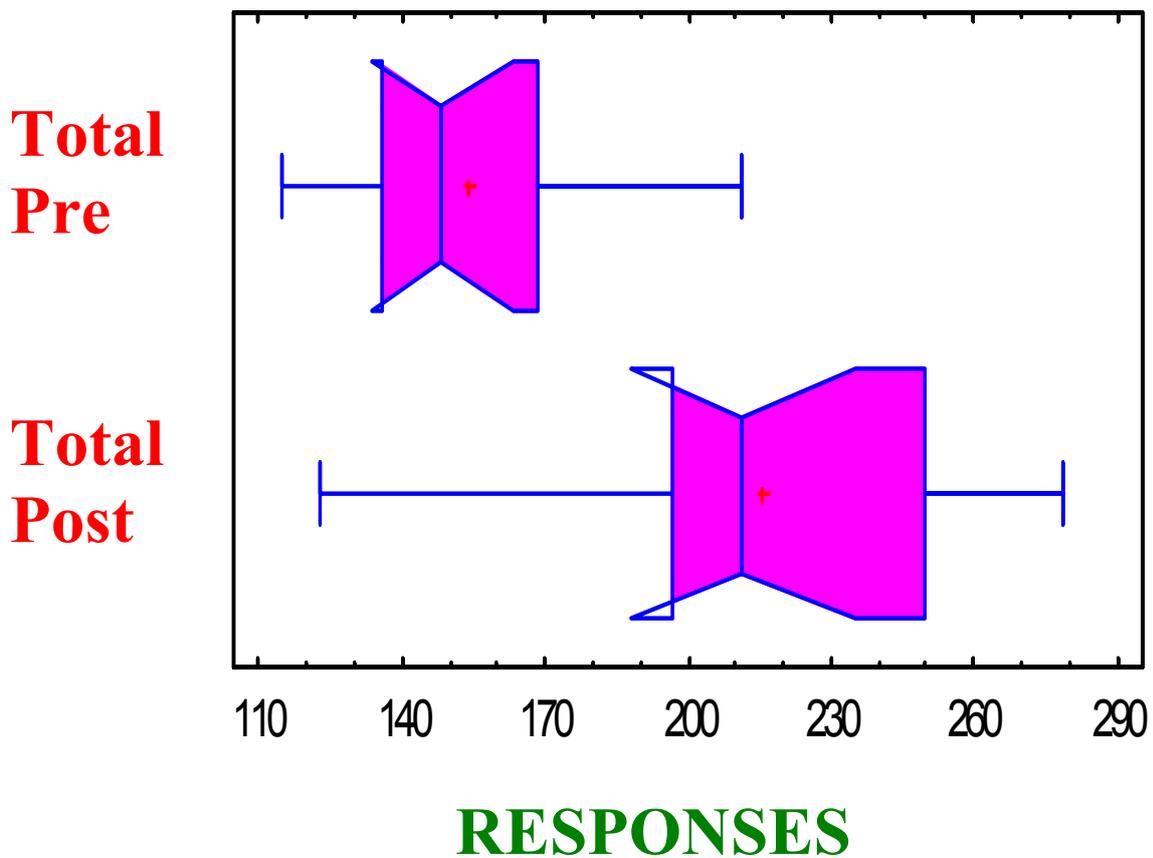
*Box and whisker graph 5.1. Mean differences between pre-tests and post-tests*

## Box and whisker graph



Box and whisker graph 5.2. Differences between pre-test and post-test total means

## Box and whisker graph

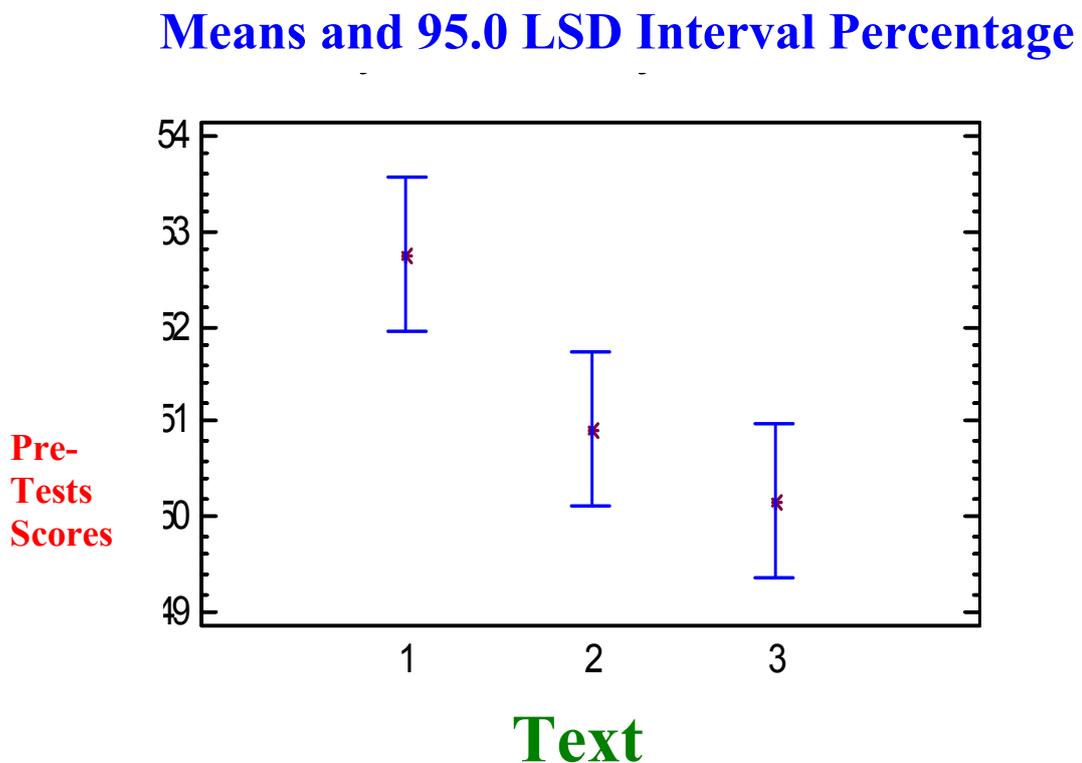


### 5.4.1.4. Research question 2

*Research question 2. Will the implementation of the methodological approach affect equally the students' writing performance on the three types of texts measured: Narrative, Expository and Persuasive?*

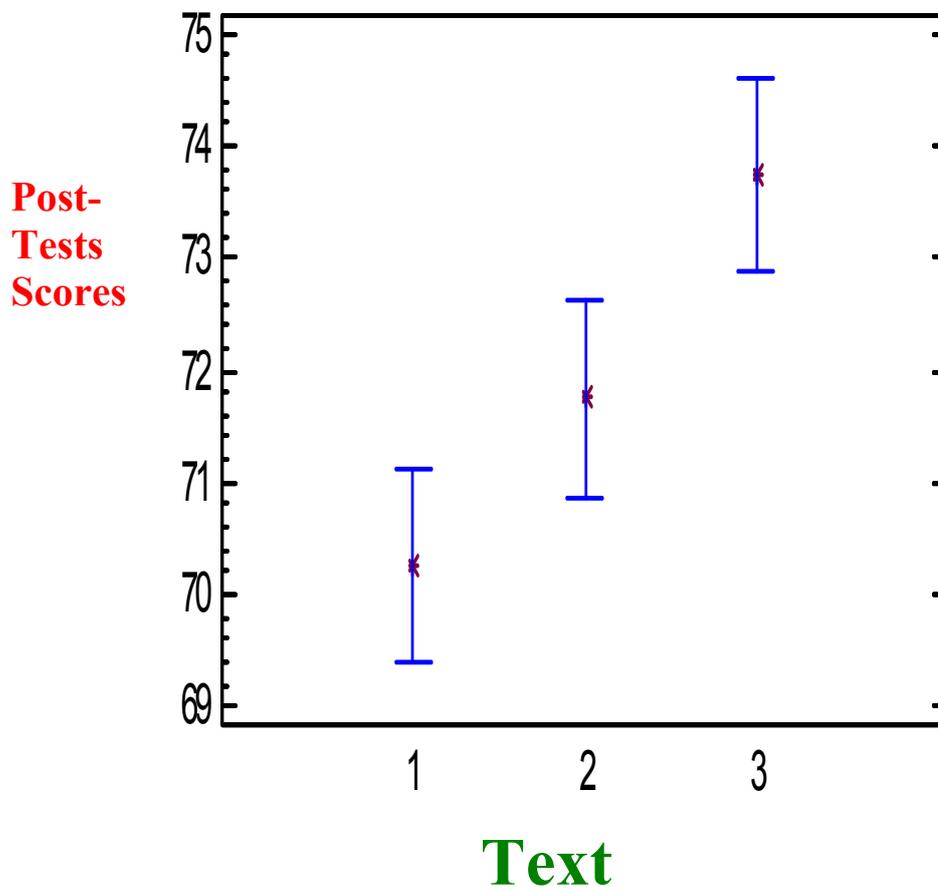
Taking into account the means of the three types of texts in the pre-tests, a degree-of difficulty order can be outlined: narrative texts (52.75) being the easiest, then expository texts (50.91) and persuasive texts (50.16) the most difficult in the pre-tests. Nevertheless, in the post-tests, the order was reversed: persuasive texts (73.75) becoming the easiest, then expository texts (71.75) remaining in the middle and narrative texts (70.25 ) being the most difficult (see Table 5.1.7). Furthermore, the means between pre-tests and post-tests confirm this fact that persuasive texts attained the highest improvement (-23.58) while narrative texts achieved the lowest (-17.50). Thus, students' writing ability seems to have better developed when performing persuasive texts but fails to show similar improvement concerning narrative texts (see graphs 5.3. and 5.4., respectively).

Graph 5.3. Means for pret-test texts: no. 1 narrative, no. 2 expository and no. 3



Graph 5.4 .Means for post-test texts: no. 1 narrative, no. 2 expository and no. 3 persuasive.

### Means and 95.0 LSD Interval Percentage



Then, the Fisher's LSD (least significant difference) test, a post hoc test or multiple comparison test, was used to determine the significance differences between text means in an analysis of variance setting. Table 5.1.7. shows statistical differences between narrative texts and expository texts and persuasive texts, but there is no statistical difference between expository and persuasive texts in pre-tests. However, consequently with the above results (see table 5.1.1.), in the post-tests, statistical differences appear between persuasive texts and narrative and expository texts but not between narrative and expository texts.

Table 5.1.7. *Post hoc analyses (Fisher's LSD) for pre-test and post-test texts: no. 1 narrative, no. 2 expository and no. 3 persuasive.*

<i>Pre-Test</i>			
<b>Text</b>	<b>N</b>	<b>LS Mean</b>	<b>LS Sigma</b>
3	12	50.16	.549
2	12	50.91	.549
1	12	52.75	.549
<i>Post-tests</i>			
<b>Text</b>	<b>N</b>	<b>LS Mean</b>	<b>LS Sigma</b>
1	12	70.25	.594
2	12	71.75	.594
3	12	73.75	.594

<i>Pre-Test</i>		
<b>Contrast</b>	<b>Differences</b>	<b>+/- limits</b>
1 – 2	* 1.83	1.61
1 – 3	* 2.58	1.61
2 – 3	.75	1.61
<i>Post-Test</i>		
<b>Contrast</b>	<b>Differences</b>	<b>+/- limits</b>
1 – 2	-1.5	1.74
1 – 3	* -3.5	1.74
2 – 3	* -2.0	1.74

\* The mean difference is significant at the 0.05 level

Therefore, these results revealed that *the implementation of the methodological approach affected unequally the students' writing performance on the three types of texts measured: Narrative, Expository and Persuasive.*

## 5.5.1.5. Research question 3

*Research question 3. Will the implementation of the methodological approach affect equally the students' writing performance on the twelve traits measured?*

Here, the twelve items corresponding to the number of aspects marked for each text were analyzed to measure the effect of the instruction after the intervention was finished, namely: 1. Focus (FO), 2. Support (SU), 3. Organization (OR), 4. Integration (IN), 5. Conventions (CO), 6. Ideas (ID), 7. Organization (OR), 8. Voice (VO), 9. Sentence fluency (SF), 10. Word choice (WC), 11. Conventions (CO), 12. Presentation (PR). By totalling and averaging students' responses, we arrived at a degree-of-difficulty mean for each trait. That mean places the difficulty of performing each trait in context with the other traits we rated. Curiously enough, a variation was found in relation to the degree-of-difficulty outlined between the pre-tests and the post-tests as Table 5.1.8 shows. Except for traits no. 5 and 11, which turned out to be the most difficult ones in both tests, and no. 2 that appears second to last and last in both tests, respectively, the rest did not match up in the ranking.

*Table 5.1.8. Degree of difficulty for pre-test and post-test 12 traits.*

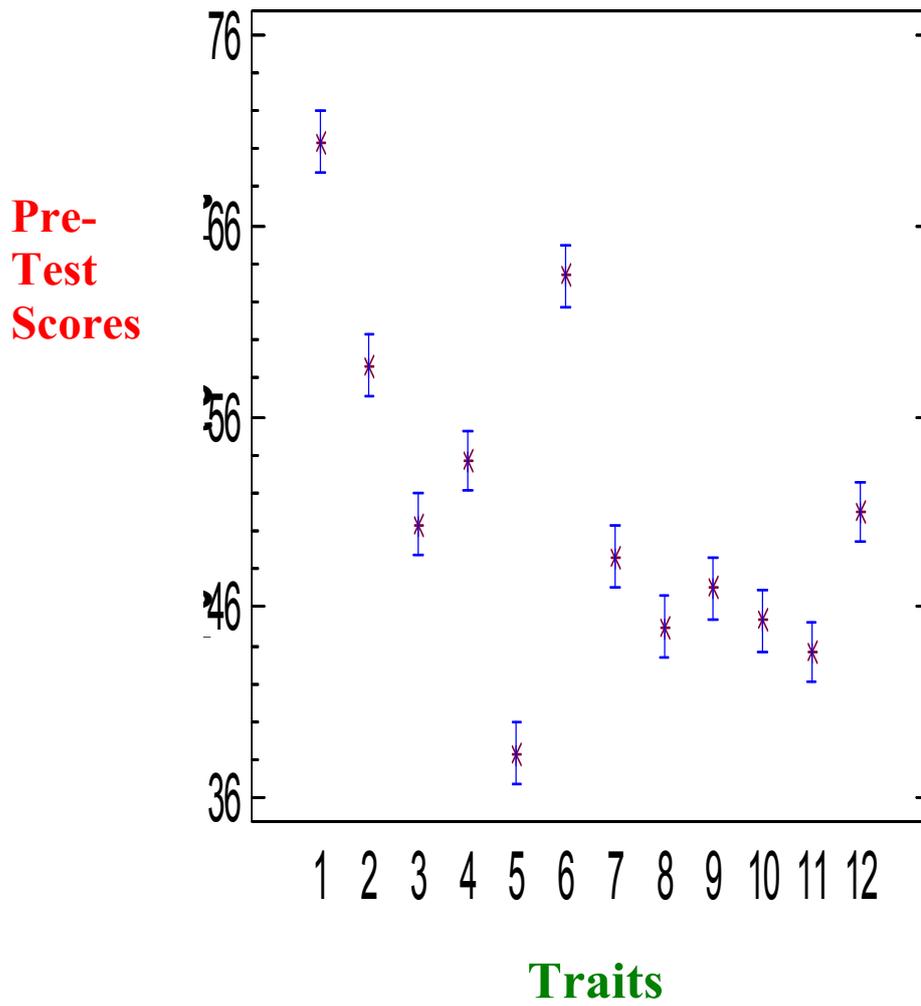
<i>Pre-tests</i>		<i>Post-test</i>	
<b>Trait</b>	<b>Mean</b>	<b>Trait</b>	<b>Mean</b>
5	38.33	5	41.0
11	43.66	11	63.33

8	45.0	10	65.33
10	45.33	9	65.66
9	47.0	12	66.66
7	48.66	8	69.66
3	50.33	7	71.33
12	51.0	6	76.66
4	53.66	3	83.0
2	58.66	4	83.33
6	63.33	2	84.0

Therefore, these results revealed that *the implementation of the methodological approach affected unequally the students' writing performance on the traits measured when compared responses in pre-tests and post-tests* as illustrated in graphs 5.5. and 5.6., respectively.

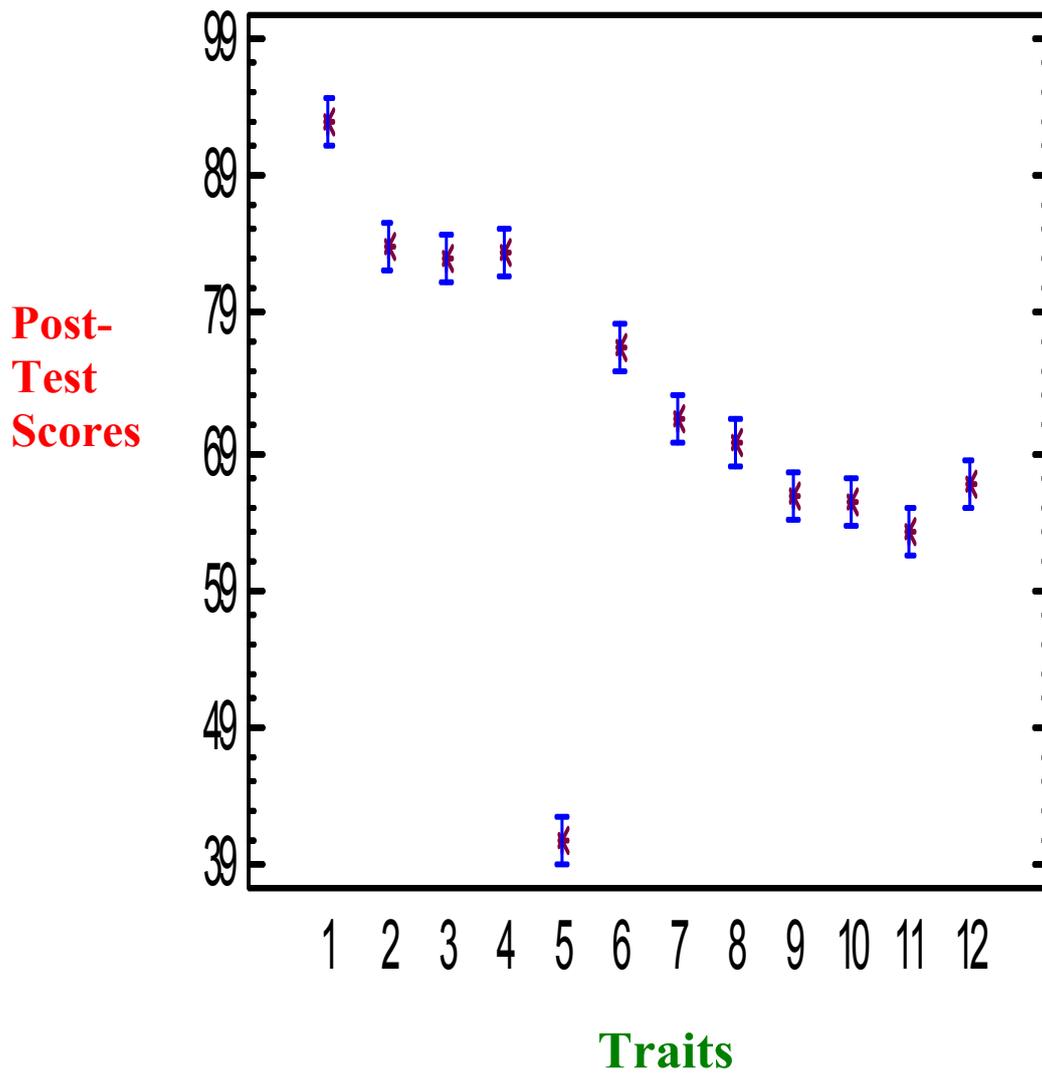
*Graph 5.5 .Means for pre-test traits.*

## Means and 95.0 LSD Interval Percentage



Graph 5.6 .Means for post-test traits

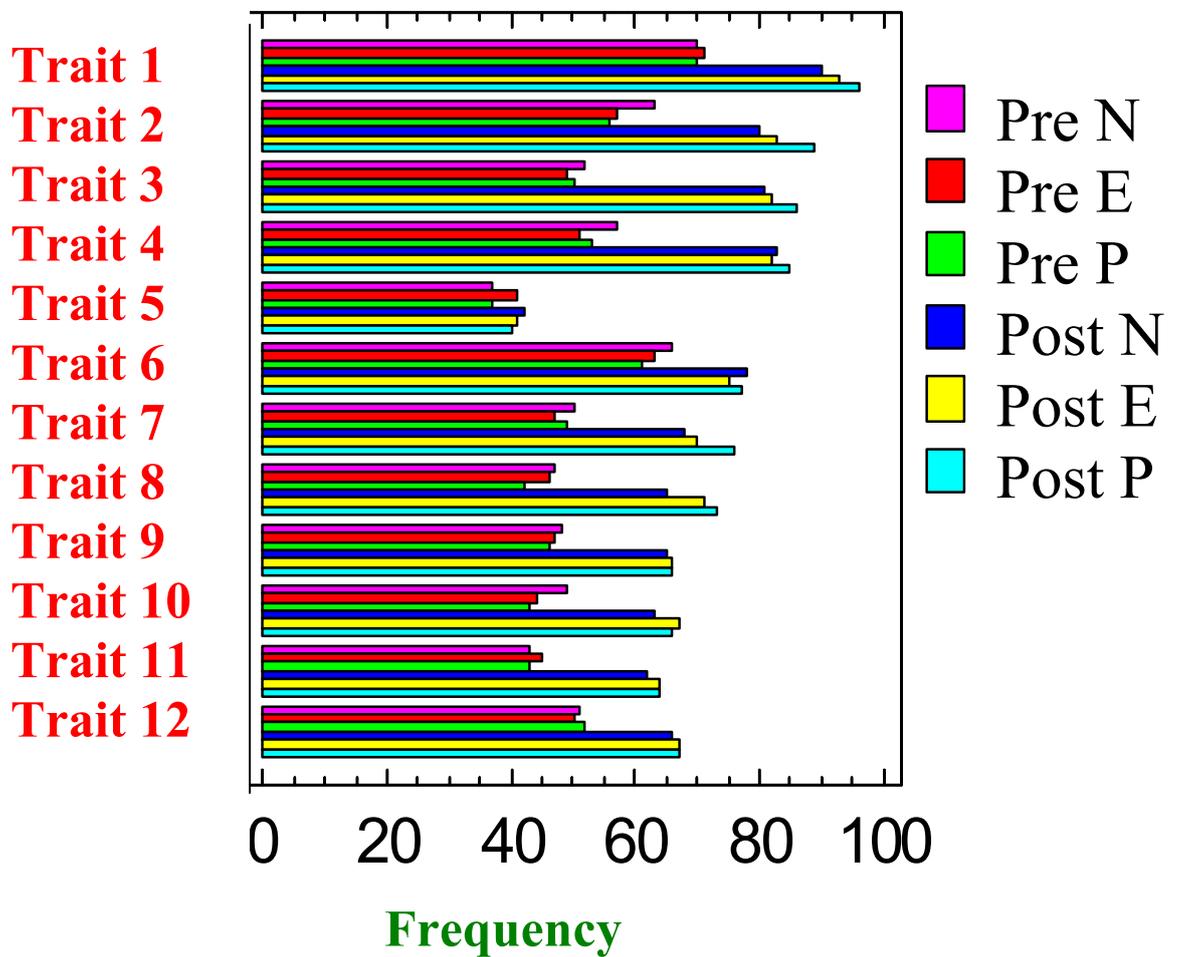
## Means and 95.0 LSD Interval Percentage



Furthermore, we can better visualize the students' uneven development in relation to each of the traits measured by looking at graph 5.7.

Graph 5.7. Means for pre-test and post-test traits in each of the texts

## Bar chart graph



## 5.5.1.6. Research question 4

*Research question 4. What correlations are there between pre-test and post-test scores and traits and between pre-test and post-test scores and texts?*

Pearson correlations were carried out to explore existing relations between the scores of pre-tests and post-tests and traits and texts, respectively, since our data met the assumptions required. As Table 5.1.9. shows, Pearson correlation results indicate that there is a negative<sup>13</sup> and statistically significant association between traits and pre-test as well as post-test scores, -.561 and -.558,  $p=000$ , respectively. These coefficients indicate a moderate relationship. However, relations between texts and pre-test as well as post-test scores were non-significant: -.119,  $p=.244$  and -.109,  $p=.264$ , respectively. Therefore, we can first state that variability in the scores can be accounted for by the traits, not by the texts. We can also interpret these correlations to indicate that trait differences may cause the students to perform differently on these two tests while text types do not according to evidence drawn from our results. Nevertheless, we state this relationship with a critical eye, being aware of the fact that it is problematic to make inferences about causation on the basis of correlation, and that other interpretations are also plausible.

*Table 5.1.8. Pearson correlations between pre-test and post-test scores and traits and texts.*

Variables		r	p
Traits	Pre-test scores	-.561	.000**
	Post-test scores	-.558	.000**
Texts	Pre-test scores	-.119	.244
	Post-test scores	-.109	.264

\*\* Correlation is significant at 0.01 level

<sup>13</sup> Positive coefficients indicate direct relationships, while negative coefficients indicate inverse relationships.

## 5.5.1.7. Research question 5

*Research Question 5. Is there any combination of types of texts and traits for better measuring writing performance in our study?*

*Factor analysis*

Finally, we pursued to find out what was the best combination of types of texts and traits for measuring writing performance in our samples<sup>14</sup> by applying a factor analysis to our data. As a result of this analysis, we obtain the “main effects”, that is, the separate effects of each independent variable, and “the interaction effects” which indicate “whether the effect of one variable differs from one level to the other of a second variable” (Porte: 2002: 83). Results show that none of the factors or interactions<sup>15</sup> have a significant effect on the pre-tests and post-tests at a 95% confident level since the p-values are higher than 0.5 (see table 5.1.9). This way, these outcomes provide a negative answer to our fifth research question.

*Table 5.1.9. Factor analysis for texts and traits in pretests and posttests*

PRETESTS			
MAIN EFFECTS	Sum of squares	df	P
A: Texts	42.388	2	21.194
B: Traits	2685.22	11	244.11
INTERACTION EFFECTS			
AB	79.611	22	3.618
POSTTESTS			
PRINCIPLE EFFECTS	Sum of squares	df	P

<sup>14</sup> “to explain the relationship among a number of observed variables in terms of a smaller number of unobserved variables, or inferred factors” (Bachman 2004:111-112).

<sup>15</sup> “*Interaction* in an experiment is an effect on the dependent variable such that the effect of one independent variable changes over the levels of another independent variable” (Wiersman, 1995: 123).

A: Texts	74.0	2	37.0
B: Traits	6033.42	11	548.49
INTERACTION EFFECTS			
AB	3.333	22	4.24

### *Summary of findings*

Thus to conclude our evaluation of the methodological approach to the teaching of writing to ELLs, we can speak of a considerable improvement in the students' writing performance after the implementation of the lessons as our data evidence. Regarding the type of text, there was a significant change, since students' writing ability seems to have better developed when performing persuasive texts but fails to show similar improvement concerning narrative texts. With respect to traits, a variation was found in relation to the degree-of-difficulty outlined between the pre-tests and the post-tests. Except for traits no.5 and 11, which turned out to be the most difficult ones in both tests, and no. 2 that appears second to last and last in both tests, respectively, the rest did not match up in the ranking. Therefore, the implementation of the methodological approach seem to have affected unequally the students' writing performance on the texts as well as on the traits measured when compared responses in pre-tests and post-tests. It is noteworthy that a negative and statistically significant association between traits and pre-test as well as post-test scores was found, which tells us that the traits accounted for variability in this study rather than the texts. We also tentatively state that trait differences may cause the students to perform differently on these two tests while text types do not according to evidence drawn from our results. In other words, we may understand traits as indicators of item discrimination, since they discriminate the students "who perform well on a test as a whole from those who do poorly" (Bachman, 2004:113). Though we must use caution in stating this relationship. Finally, taking together all levels of traits and texts, no significant combination was provided in our study.

To conclude our data analysis, we must remind the readers that due to the lack of studies which bear resemblance with the present investigation, to the best of our knowledge, we will not be able to compare the findings and interpretations that have come out of this study with those of other researchers’.

## 5.6. DELAYED MONITORING

As we were not able to administer a delayed post-test because of institutional constraints, since none of the students remained in my class any longer after the end of the course, we tried to make up for this situation by asking some of the students’ new teachers for information in this respect.

As can be observed in Appendix I, my former students have attended 6<sup>th</sup> grade with different teachers and in diverse divisions during the school year 2009 – 2010. The four teachers who have had some of my previous students have stated very positive comments about them as far as writing and socio-emotional growth (which were the main goals we were trying to achieve with our intervention program). Below we offer a summarized version of one of these teachers’ letters:

Miss Vitacca (6<sup>th</sup> grade gifted - regular division) describes Noemi as an outstanding student who: 1) is working above grade level in majority of subjects, 2) takes a challenge and expands on it, 3) has a very well organized, focused, developed (uses a vast amount of description for places, people, and situation), vivid (includes interesting information and the emotions of the situation or character are always expressed clearly), and creative writing, 4) expresses love for writing. As far as her socio-emotional development this teacher describes this student as: 1) self-sufficient, 2) obedient, 3) very quiet, but has many friends, 4) happy and easy going, 5) reliable and 6) goal oriented. *“She is one of the best students I have had in my ten years of teaching. I would trust and can rely on her to make marvelous decisions in any situation.”*



*Chapter 6.*  
*Conclusions*  
*and*  
*Methodological*  
*Implications*

---

## **6.1. INTRODUCTION**

The creation of these writing lessons comes to serve the need for the design of a writing program that targets the instruction of ELLs. Nowadays, most of the writing programs on the market offer great ideas, strategies and activities about how to help students move through the five steps of the writing process and get acquainted with the 6 + 1 Traits of Writing (Hayes and Flower, 1980; Raimes, 1983; Bereiter and Scardamalia, 1987; Tribble, 1996; Elbow, 1998; Ray, 1999; Gould and Gould, 2002; Seow, 2002; Culham, 2003; Thornbury, 2006; Lannon, 2008; among others. (See section 4.4. for more information on these programs) Nevertheless, there is not a step by step program that, in the form of lessons, aids students to develop vocabulary, text structure awareness, and socio-emotional skills; thus, the need and novelty of these lessons, which are the main aim of this doctoral dissertation.

This final chapter first brings up to foreground the main features achieved in the creation of the writing lesson program and methodological implications. The next subsection summarizes the findings derived from the evaluation of the methodological approach carried out by the pre/post test analysis. Pedagogical implications are considered in the following subsection. Finally, possible directions for future research are proposed.

## **6.2. MAIN FEATURES ACHIEVED IN THE CREATION OF THE WRITING LESSON PROGRAM AND METHODOLOGICAL IMPLICATIONS**

In this section, we will summarize the main features achieved in the creation of the writing lesson program, together with the methodological implications that can be drawn from them.

During the lessons we present the information to be learned in a clear, succinct, fun and logical manner. We use a variety of strategies to ensure we reach all types of

learners. Consequently, we introduce material to be learned through oral, visual, auditory, and kinesthetic learning modalities as well as attending to their multiple intelligences. When needed, the language of the lessons is simplified to facilitate instruction without reducing the content. Vocabulary and concepts are introduced through flash cards, games, pictures, computer activities, charts, and hands-on activities. We include numerous graphic organizers to present students with a visual of the information to be learned; which allows us to provide students with an opportunity to build background knowledge, make connections with previously taught material and briefly overview the content to be learned. Students are always presented with clear directions about how to complete their activities by means of written and oral instructions as well as through modeling. Numerous ‘Think-Alouds’ are used to foster higher level thinking and create a learning environment where students benefit from interactions with each other. Learning strategies are also taught during the lessons. Examples are: How to organize information in a graphic organizer, how to opt for the main idea and supporting details, how to sequence and summarize, how to recognize the most important words in a paragraph, and how to use word lists, to mention but a few.

The lessons target the development of writing while considering the four skills of language: listening, speaking, reading and writing; since we personally consider that writing cannot be developed in isolation, rather benefits from the improvement of the other three skills of language.<sup>1</sup> We include activities that aim at helping students acquiring the learning goals and objectives specified by the state of Illinois in the content area of writing (see appendix VI for a complete list of the writing goals). Furthermore, the lessons teach writing in content as specified by the No Child Left Behind Act of 2001 (see chapter 4. for further references), which allows students the opportunity to learn English at the same time as they develop academic proficiency in other content areas such as socio-emotional development learning, social studies, music, art, math, science, literature, and music. Therefore, we offer below a summary of skills that students acquire during the lessons regarding the content areas mentioned above.

---

<sup>1</sup> See Tejada Molina (2007) for an eclectic approach to teaching English at the Primary Education Level. The author provides insightful suggestions for foreign languages learners throughout his book.

---

*Socio-Emotional Development*

The main goal we attempted to achieve through emotional development is helping students improve their self-esteem as well as other skills identified by Gardner (1983) and Goleman (1995), as key components of Intrapersonal and Interpersonal intelligences. We personally believe that aiding students develop these abilities will endorse them with the required tools to succeed, some of them being: a) ‘mental’ strength to realistically acknowledge their strengths and act on their weaknesses so they can clearly set the path for unending growth, b) motivation to push themselves in spite of the circumstances, c) understanding of the immediate society they belong to so they learn to listen, respect and value others’ points of view without losing their own personal opinions, d) self-assurance to believe in the many capabilities they possess so they can ‘authorize’ themselves to accomplish all their goals and dreams, etc.

During lessons 1 and 3, students gain the opportunity to develop socio-emotionally by distinguishing between appropriate and inappropriate behaviors. Students are presented with different situations where a specific behavior is expected. Higher level thinking is fostered by inviting students to reflect on the benefits that come from working successfully in a team.

Lesson number 4 deals with four basic communication skills, namely: paraphrasing, appreciation, request and empathy. Students will be able to understand the importance of using communication strategies when interacting with others.

Lessons 5, 6 and 7 offer students the opportunity to: a) Develop self-awareness and self-management skills to achieve school and life success, b) Recognize personal qualities and external supports, and c) Analyze how personal qualities influence choices and success.

Lessons 10 and 11 help students to: a) Experience feelings of success by reflecting on the times they have felt most confident while completing the Multiple

Intelligence activities, b) Enhance their self-competence perception by extending these experiences, and feelings of success, to future related activities where they will use a particular type of intelligence.

During lessons 12, 13, 14 and 15 students learn about bullying by focusing on key factors such as: 1) What is bullying and harassment, 2) Why do some people bully, 3) Why are some people bullied, 4) Why bullying is harmful, 5) What can you do if you are being bullied, 6) What can you do if somebody else is being bullied, 7) What not to do if you are bullied. Unfortunately, since bullying situations are present in most schools, we believe it is of extreme importance that students learn about this concept in order for them to be able to defend themselves, help others and ask for help. Consequently, these lessons aim at helping students to: a) Identify verbal, physical, and situational cues that indicate how others may feel, b) Describe the expressed feelings and perspectives of others, c) Describe approaches for making and keeping friends, d) Describe causes and consequences of conflicts, and e) Apply constructive approaches in resolving conflicts.

In lesson 15 students have to create a pamphlet about themselves where they have to think about their: best feature, proudest moment, favorite activity, something they are good at, and the most frequent compliment they get. Students will be able to improve their self-esteem by reflecting on the qualities and skills they have.

The activity “Special Candy” presented in lesson 16 offers students the opportunity to reinforce their self-esteem by personally stating, and hearing from their partners, some of the many good qualities they possess. Furthermore, students will be able to develop a sense of belonging to a group by realizing they have things in common with the rest of their partners. A very similar idea is put forward in lesson 17 with the activity “I am special (name tag).”

Lessons 18, 19 and 20 build on the previous ideas presented during lessons 16 and 17. The activities: “Magic Box,” “I’m special,” “Smile Contest,” “The Secret Identity,” and the interesting facts about “Self Image,” and “Body Image” allow students to

---

describe the ways that people are similar and different and the positive qualities in themselves and others.

In lesson 23 students experience a sense of autonomy by personally choosing one or more skill areas they would like to have evaluated during a specific assignment. Also, teachers will be able to support students' competence by enabling students to concentrate on specific skills they want to improve.

During lessons 24, 25 and 26, "My future job," students develop self-awareness and self-management skills to achieve school and life success by recognizing personal qualities and external supports, describing personal skills and interests that they want to develop, and expressing their personal preferences in career choice.

In lesson 27 students will be able to enhance their competence and autonomy, working with "Seeing with the mind's eye." This strategy enhances competence by using visualization to enable students to gain a deeper understanding of curricular content. It can also help students experience a sense of autonomy as they create their individual perceptions of an event.

Lessons 38, 39 and 40 aim at helping students getting acquainted with the idea of self-regulation. The activity presented in lesson 39, "Road to Success" grants students the opportunity to increase their self-esteem by facing their fears and replacing them with positive thoughts. During lesson 40 students have to write a "Success Contract," which will allow students to develop a feeling of competence by enabling themselves to experience effort-outcome dependence in the grading process. Thus, by setting their own learning goals students will be able to improve their self-esteem by acknowledging all the good things they have through a visual mean so they can relish their successes, experiencing feelings of competence and learning to focus on chasing their dreams.

In lesson 44 students learn 40 adjectives they can use to name emotions. They also learn the meaning of each of those emotions. This lesson facilitates the recognition and understanding of their emotions and those of others.

The introductory activity presented in lesson 52, “Acrostic Fashion Show,” has the intention of supporting students with the favorable circumstances that will allow them to foster feelings of self-esteem by exposing themselves to an opportunity to give and receive positive statements related to letters in their name.

A very special part of socio-emotional education is provided by explicitly teaching students about *Intrapersonal and Interpersonal Intelligence Skills*. This way, Lesson 44 focuses on Intrapersonal Intelligence *increasing self-awareness*. Students perform activities that allow them to understand and apply to their lives basic components of Emotional Intelligence. The skills practiced during this lesson are: Emotional Self- Awareness: recognizing one’s emotions and their effects. Accurate Self – Assessment: knowing one’s strengths and limits. Self – Confidence: when you know that there are things that you can do very well. When you trust yourself, when you know you have many good qualities. Self–Motivation: ability to generate in yourself the enthusiasm for doing something or find a reason for acting. Lesson 45 aims at developing Intrapersonal Intelligence by reinforcing self-management. The skills practiced during this lesson are: Emotional Self – Control: Controlling yourself when you get mad, angry, frustrated, sad, etc., or when you feel like doing something at a time or a place that is not appropriated. Transparency: Follow your moral values. Be honest. Adaptability: Be able to be flexible and adjust to the situation. Achievement Orientation: Striving to improve or to meet a standard of excellence. Initiative: To be able and ready to act on opportunities, or to have the ability to make fast decisions at the right time. Optimism: To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up. Lesson 46 reviews what was learned during lessons 44 and 45. Lesson 47, focuses on Interpersonal Intelligence. Students perform activities that allow them to describe ways of developing social awareness as well as applying strategies that foster successful team work. The skills practiced during this lesson are:

Empathy: Recognizing someone's emotions and getting interested in their concerns. Organizational Awareness: Being able to understand the way people in a group get along with each other and what the role that would best fit each of them is. Inspirational Leadership: Inspiring and guiding individuals or groups towards achieving a positive goal. Influence: Having impact on others using effective techniques to influence their opinions. Conflict Management: Solving problems trying to get to a position that is convenient for all the people involved in the situation. Teamwork and collaboration: Creating a group of people who work together towards getting a common goal. During lesson 49 students learn about the importance of becoming proficient in the use of 'Conflict Management Strategies'. Thus, they are presented with six ways to solve a conflict: Flip a coin or draw a straw, take turns, agree to disagree, agree on a totally different idea, find a mediator, and combine our ideas.

Another way that we have tried to help students improve their self-esteem is by presenting students *Famous and Important People*. While attending to the theory of Multiple Intelligences, these people would be very strong in one or more of the intelligences. The idea behind introducing these people is for students to think about their strengths, find similarities with others who have been very successful and feel that they can also succeed doing what they are good at. For example, in Lesson 45 we present J.K. Rowling, who embodies "Word Smart". We explained how the author of Harry Potter was divorced and living on public assistance with her daughter in a tiny apartment in Edinburgh. The first book in the series was rejected by 10 publishers. She kept her optimism and never gave up. Now she is one of the ten richest moms in the world.

Furthermore, we have included numerous famous / important people that are strong in one or more of the intelligences, so students can make a personal connection with them; and this way acknowledge their strengths. Thus, in the lessons we can find: 1) Word Smart: Alma Flor Ada, 2) Number Smart: Neil Armstrong, 3) Art Smart: Frank Lloyd Wright, 4) Body Smart: David Beckham, 5) Music Smart: Daddy Yankee, 6) Self-Smart: Dr. Phil, 7) People Smart: Abraham Lincoln, and 8) Nature Smart: Jacques Cousteau; to mention but a few.

---

*Social Studies*

With the intention of facilitating the acquisition of background knowledge, as well as providing students with a more global education so that students learn to appreciate other cultural backgrounds and develop their interpersonal intelligence (by relating and understanding other people), we have included a set of activities where students get acquainted with different cultures by learning about world's landmarks, capitals, cultures, traditions, monuments, food, etc.

In lessons 17, 18, 23 and 35, students learn to name the capitals of four countries along with a very important monument or place of interest in each one of those countries. Thus, in lesson 17 they learn about Egypt – Cairo: The Great Sphinx of Giza; Venezuela – Caracas: Casa del Libertador. Simon Bolivar's Birthplace; Japan – Tokyo: Asakusa; Afghanistan – Kabul: The Blue Mosque. Similarly, in lesson 18, students learn about: South Africa – Pretoria: Cullinan Diamond Mines; India – Agra: Taj Mahal; China – Pekin or Beijing: The Forbidden City; Mexico – Mexico City: Xochimilco. In lesson 23 they learn about Kenya – Nairobi: Uhuru Monument; Argentina – Buenos Aires: Casa Rosada.; Thailand – Bangkok: Wat Arun Temple; Great Britain – London: Big Ben. In lesson 35 students learn about Romania – Bucharest: Dracula's Castle; Nepal – Kathmandu: The Himalayas; Peru – Lima. Machu Pichu. (Located in Cuzco); Indonesia – Jakarta: Homo Floresiensis cave.

During lessons 32 and 33 students learn to identify and describe food using their senses. Students deal with a variety of useful adjectives to describe food using all their senses. Also, students are taught to identify where some particular meals are most typical from. Furthermore, students are trained to determine where some specific countries are located, in what continent. Therefore, in lesson 32 they learn about Couscous: Algiers = Africa, Empanadas: Argentina = South America, Paella: Spain = Europe, Kabuli Palow: Afghanistan = Asia, Fanesca: Ecuador = South America, Koshary: Egypt = Africa, Ropa Vieja: Cuba = North America, Tamales: Mexico = North America. In lesson 33 students learn about: Hallaca: Venezuela = South America, Gallo Pinto: Nicaragua = North

America, Pierogi: Ukraine = Europe, Banana Pancakes: Sierra Leone = Africa, Beaver Tale: Canada = North America, Sushi: Japan = Asia, Lamingtons: Australia = Oceania, and Tandoori Chicken: India = Asia.

### *Art*

We have also incorporated activities where students are introduced to the Art World. The different works of art they are exposed to are: in Lesson 5, Statue of David and Sistine Chapel, in Lesson 21, The Kiss by Gustav Klimt, and in Lesson 23, The Kiss by Roy Fox Lichtenstein. Students are also challenged to identify the main idea of different pictures, as in Lesson 50, where they reflect on The Scream by Edvard Munch, The Persistence of Memory or Melting Clocks by Salvador Dali, Guernica by Pablo Picasso and Starry Night by Vincent Van Gogh. These activities grant students the possibility to build up their artistic intelligence by examining the capabilities artists have to envision, in order to generate, and change objects, ideas, and designs in their own mind (Gardner, 1983). Furthermore, our rationale for including arts in our lessons is not to teach about the arts, but to educate through the arts so students: a) get exposed to different sources of knowledge (by other means than reading and writing), b) widen their creative thinking skills (which aids the development of their mathematical intelligence), c) learn new ways to express their ideas, feelings, emotions, etc., (thus enhancing their intrapersonal intelligence), d) find it easier to access content knowledge by using their different learning styles or intelligences (what may aid in the improvement of self-esteem and therefore their intrapersonal intelligence), e) gain understanding about how different people perceive reality; which helps them to develop a sense of respect towards others' opinions (which contributes to the growth of their interpersonal intelligence), etc.

### *Music*

In lesson 7, during the introductory activity 'What type of music is this?' students are presented with a brief overview of different types of musical genre: Classical, Opera, Tribal, Hip Hop or Rap, Blues, Jazz, Alternative, Dance, Country, Folk, Latin

American, Reggae, R & B, Pop, and Flamenco. Next, students have to figure out to what type of musical genre the following singers or groups belong to: Black Eyed Peas, Dolly Parton and Shakira. This activity is aimed at helping students develop the ability to discriminate between diverse tonal qualities, rhythms, and pitches as well as attempting to develop their capability to memorize, harmonize with, improvise, and compose music. Since we consider music to be another ‘form of art’, we believe the inclusion of this activity will contribute to the improvement of the skills mentioned in the above section.

### *Math*

Lessons 2, 3 and 8 include activities that target the development of logical/mathematical intelligence. Students are involved in activities where they have to use their logical and mathematical skills. Therefore, they learn to formulate logical arguments about geometric figures and patterns and communicate reasoning in lesson 2, to solve a word puzzle without repeating the words and having each grid looking different in the activity ‘Word Sudoku’ in lesson 3, and to practice their multiplications as well as their communication skills during lesson 8 in the activity ‘Multiplication Beans’.

### *Science*

Students are presented with activities aimed at developing their Naturalistic Intelligence during Lessons 4 and 5 where they have to find the family to which different animals belong. These activities have the intention of helping students understand that living things can be sorted into groups in many ways using various properties to decide which things belong to which group: features used for grouping depend on the purpose of the grouping. Furthermore, from lesson 27 to lesson 31, students are provided with a wide variety of activities that grant them the opportunity to understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. Students learn and apply concepts that describe how living things interact with each other and with their environment. They learn to identify physical features of plants and animals

that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature). In lesson 28 students learn to identify the different animal behaviors. The behaviors studied in this lesson are: Aquatic Animals, Domesticated Animals, Endangered Animals, Extinct Animals, Hibernating Animals, Migratory Animals, Nocturnal Animals, Poisonous Animals, Social Animals, Solitary Animals, Terrestrial Animals, Territorial Animals and Venomous Animals. In lesson 29 students identify animals as belonging to one particular animal class (animal class / groups): Amphibians, Fishes, Birds, Insects, Reptiles and Mammals. They also learn to identify animals as living in one particular habitat. The habitats studied in this lesson are: Forest Habitat, Desert, Pond, Swamp, Cave, Lake, River and Ocean. They also learn to identify the different animal behaviors such as: aquatic, domesticated, endangered, extinct, hibernating, migratory, nocturnal, poisonous, social, solitary, terrestrial, territorial, and venomous. Moreover, students learn to identify and describe food, water, space and shelter as four essential components of habitat. In lesson 30 students learn to describe the importance of good habitat for animals. They also learn to define ‘limiting factors’ and give examples. Furthermore, they learn to recognize that some fluctuations in wildlife populations are natural as ecological systems undergo a constant change. Students learn to give an opinion as well as using the right adjective to describe animal’s length, color, body parts, behaviors, feeding habits, class or group, and habitat.

### *Literature*

Students get a quick peek at literature in different lessons. The main idea behind introducing literature was to motivate students to read different types of literary genres. We strongly believe the continuous exposure to literature will allow students to: a) have a wider understanding of the socio-economical conditions that make a specific society flourish or enter a period of crisis. It is our personal understanding that learning about different civilizations helps students develop their sense of tolerance and respect for values different to theirs; thus contributing to the enlargement of their interpersonal intelligence, b) see reality from different points of view (Ex. Feminism, Marxism,

Capitalism, etc.) which presents them with the opportunity to compare and contrast different demeanors, analyze and judge dissimilar standpoints, make connections to their own way of thinking, get engaged in debates / discussions with others that may either have a similar or different perspective to their own, etc.; as a result, they broaden their mathematical, linguistic, intrapersonal and interpersonal intelligence, c) increase their vocabulary; consequently increasing their linguistic intelligence, d) develop their aesthetic perceptions by making judgments that do not rely merely on their sensory discrimination, but on higher level thinking that shows insightful reflections about the content of the particular piece of literary art that is being read; which helps them develop their artistic, linguistic, mathematical and intrapersonal intelligences, and e) be inspired by the works of outstanding authors and use the knowledge acquired during their readings in their future writings.

Therefore, Lessons 24, 25, and 26 deal with Adventure Fiction Genre by reading about Jules Verne's *Around the World in 80 days*, *Twenty Thousand Leagues Under the Sea(s)* and *Journey to the Center of the Earth*. Lesson 34 is focused on Comic Books and Bob Kane's *Batman* is discussed. Lesson 35 attracts students' attention to Horror Genre by Bram Stoker's *Dracula*, and Science Fiction Genre by *Star Wars: Knights of the old republic*. Lesson 41 considers Cartoon Books: *Spiderman*, *Batman*, *Fantastic Four*; Fantasy Genre: *Harry Potter*; Adventure Fiction Genre: *Madagascar*; Occult plus Adventure Fiction Genre: *Twilight*; and Musical Genre: *Hannah Montana* and *High School Musical*. Finally, Lesson 52 brings up Literary Genre so that students have to distinguish among the three main types of literary genre: prose, poetry and drama.

### *Writing*

Although all the lessons target the teaching of English writing, we have worked horizontally (dealing with one element at a time) to keep things simple and facilitate the learning process. Students have learned about different text structures, vocabulary, organizational patterns and other elements that have to be considered while creating a composition.

In lessons 13-16 students learn about persuasive essay structure by focusing on how to: a) effectively create a thesis statement, b) deal with one key point or reason per paragraph, c) support each topic sentence by evidence and example, d) organize points following a logical order, e) summarize or restate a conclusion at the end of their essay, f) successfully create cause and effect relationships and g) use the language that is most frequently present in this type of essays: I. verbs to express opinions, II. conjunctions to introduce examples, add information, show cause and effect, introduce other point of view, etc., III. emotive language to appeal to readers' feelings, IV. modality to show strength of feelings, V. pronouns (I, we, us) to persuade the reader to agree with the position argued, VI. thought provoking questions to appeal the reader's common sense, morality or feelings, VII. emotive and figurative language to appeal to the readers' character, interest, and emotions. Also, during lesson 14 students learn how to compose and organize a persuasive letter by studying the chief components of a letter. In lesson 15 students get exposed to mind maps and get a chance at creating their own.

The expository lessons (18-40) are aimed at helping students develop the necessary skills to create vivid descriptions; which is a fundamental part of any good piece of writing. During lessons 18-23 students learn about: a) How to compose hooks. The lessons intend to help students understand that we have to 'hook' the reader with the opening sentence or paragraph if we want that person to continue reading the story. Moreover, through modeling and questioning, students become aware of the fact that we have to use different hooks in our essays because not all readers have the same taste or may be attracted to the same ideas. Thus, students learn that in spite of the hook they use it must have at least one of the following characteristics: I.) appeal to the readers' emotions, II.) make the reader wonder what would happen, III.) present some information that is going to be discussed later, and IV.) announce that something is about to stop being the way it used to be, b) How to add information and give examples by using connectors, c) The right order of adjectives and d) How to describe a person's looks and character targeting the acquisition of vocabulary and use of graphic organizers that facilitate students to include detailed descriptions in their essays. Therefore, students learn to talk about: i.) Look / appearance by describing: height, build, age, face (shape,

skin and complexion), eyes (color, expressions, shape and size), mouth, lips, nose, hair (texture, styles, amount, color), facial hair, clothing (fabric, style). ii.) Character by talking about: intellectual ability, attitude towards life, attitudes towards other people, and opinion. During lessons 24-26 students acquire vocabulary about jobs and how to describe objects. They describe the latter by focusing on: opinion, size, length, material, shape, color, origin, adnominal, parts, functions, other. Lessons 27-31 deal with learning about how to describe animals (for a detailed description of the elements taught during these lessons refer to section 6.2.6.). In lessons 32-33 students gain knowledge about how to use their senses to describe food. We devote lessons 34-35 to overtly review what they have learned about how to describe people, objects, animals and food. During lessons 36-37 we review again the main ideas they have learned about how to describe. Also, during these lessons students learn about two structures for composing compare and contrast essays; namely block arrangement of ideas and point by point or alternating arrangement of ideas. Furthermore, they learn how to use compare and contrast connectors to link their ideas. Lessons 38-40 are intended to help students focus on details and become precise at choosing words and describing events.

During the personal narrative lessons (41-46) students learn about the basic components, structure and most frequently type of language used in this type of essays. Therefore, we focus on: a) structure by paying attention to: i.) title, ii.) hook, iii.) setting: who? when? where? why? iv.) chronological order, v.) personal thoughts/reactions, vi.) paragraphing, and vii. concluding comments, and b) language: i.) use of past tense and action verbs, ii.) use of various types of sentence connectors, iii.) use of adverbs, which describe or add more detail to verbs, iv.) use of humor, v.) use of first person personal pronouns (I, we), vi.) use of figurative and emotive language in order to create vivid compositions, and vii.) use of accurate details. Moreover, during lesson 42 students get acquainted with the use of similes and with metaphors during lesson 43 Metaphors.

In lessons 47-49 we basically review the main characteristics of the three different types of essays we have been practicing during our intervention program, namely: personal narrative, expository and persuasive essay. Also, students get a chance to work

with different figures of speech: imagery, similes, metaphors (synecdoche, personification), verbal irony, overstatement or hyperbole, alliteration, and onomatopoeia during lesson 48.

Lessons 50-57 are devoted to teach students about the 6 + 1 Traits of Writing (Culham, 2003). Besides, during lesson 51 students learn about sequencing and different ways to start a sentence in lesson 53.

### *Heuristic Sills*

We have also included other activities, in order to help our students improve their essays. Thus, we have attempted to foster *imagination, creative and higher level thinking* by presenting students with interesting facts, jokes, inspirational quotes, and games. Consequently, students have learned about the following issues:

In lesson 1 students become skilled at building puzzles. They also learn about the intelligent robot Asimo. We included these two ideas with the intention of facilitating the development of lateral thinking, logical and mathematical reasoning, and the capability to ‘think outside the box’; thus expanding their mathematical intelligence. In lesson 3 students evaluate the correlation between communication skills and success; which helps them build on their intrapersonal intelligence. A similar idea is presented in lesson 4 where students have to reflect about the real meaning of being intelligent. Students have to analyze how they are intelligent and what is the path they have to follow in order to be successful in live. Students play scrabble in Lesson 7, solve an Anagram in Lesson 10, write a song and role play different characters in Lesson 11. These activities are intended to arouse interest about words and serve as an exciting and motivating way to expand vocabulary, spelling, math, spatial relation skills and social skills (playing with adults or classmates); which helps students to improve not only their linguistic intelligence, but also their mathematical, artistic, musical, kinesthetic and interpersonal intelligences. By playing Pictionary in Lesson 8 and drawing an imaginary character in Lesson 10, students are visually stimulated; which assist with the enhancement of lateral thinking (finding

creative ways to solve a problem) and artistic intelligence. Thus, this activity fosters students' skills in the areas of linguistic, mathematical and artistic intelligence. The 'Sign Language' and 'Animal Charades' presented in Lesson 9, as well as the activity 'Dance to the rhythm and create a title with your body' of lesson 10, serve the same purpose of the game played during lesson 8. Students are presented with inspirational quotes in Lessons 12, 13, 14, 15, 16, 17, 18, 20, 23, 39 and 40. l) Jokes in Lessons 5, 7, 8, 9, 11, 36, 37, 41, 42, 47, 48, 52, 54. m) Lesson 29, 30, 31, 32. Interesting Facts about animals. n) Lesson 33, 34. Interesting Facts about food. o) Lesson 34, 35. Play at guessing riddles. p) Lesson 36, 37. Observation skills – Find the differences. q) Lesson 40. Debate rules. Response mode chips: Praising, summarizing, giving an idea. r) Lesson 44. Tips about how to be a happy person. s) Lesson 50. Inventions. Phone Box, Light bulb, artificial heart. t) Lesson 52. Emoticons. Voice change. u) Lesson 53. Tongue Twisters, v) Lesson 54. Visual Words Dream. Lesson 55. Peace Symbols. w) Magic in lesson 56. "The magic Kingdom Destiny." Magic Tricks and Lesson 57. "The Mysterious Word." Magic Tricks.

### **6.3. EVALUATION OF THE METHODOLOGICAL APPROACH**

Regarding the third one of our main objectives, the evaluation of the methodological approach, our pre/post test analysis has allowed us to carry out a quite complete quantitative analysis of the strengths and weaknesses of the ELL's writing performance after the implementation of the new methodological approach.

We can first speak of a considerable improvement in the students' writing performance after the implementation of the lessons as our data evidence. With respect to the texts, we have observed how during the pre-test and post-test students had very similar performances in each one of the different type of essays. Nevertheless, and in spite of not presenting a big difference, we can notice how students found the persuasive essay the hardest to compose. The second hardest was the expository, and finally, the easiest was the personal narrative. Surprisingly, during the post-test we did not find the same level of difficulty. As a matter of fact, the essay that seemed to be the hardest to compose was the personal narrative essay, which, in turn, was the easiest during the pre-

test. The expository essay continued being in the middle, and the easiest one was the persuasive. Taken these findings together with our teaching experience, we dare to hypothesize that the reasons for this change could be the following:

We devoted the biggest bulk of our lessons to help students compose expository essays (see lessons 18-40). The main explanation supporting our rationale was provided by our experience in the classroom. We have observed, during our ten years working with ELLs, how it is not only the expository essay what may result very complicated (during 6<sup>th</sup> grade). In fact, what the vast majority of students struggle the most is with providing complete and accurate descriptions that include the right amount of details and thus create vivid compositions. Since describing, in spite of being considered a form of expository writing, is always included in all types of essays, we decided that devoting this number of lessons to expository writing could facilitate the composition of any other type of essay in the future. Apparently, the implementation of expository lessons has been most helpful for the composition of persuasive essays (see lessons 13-17). We believe the improvement in the composition of the former has been caused by two main factors. On the one hand, students have become more skillful at providing details and reasons thanks to the explicit instruction that took place during the implementation of the expository lessons. On the other hand, it is our personal impression (from seeing how our students have evolved socio-emotionally during the year) that by gaining confidence and improving their self-esteem, they can more accurately ask for things and persuade others to do something they want them to do. As I repeated several times during the implementation of the writing program: “Think about politicians. Think about what they want you to believe is the ‘best for you.’ Think about how they do that. Do you think if they would not believe in themselves they could convince you to vote for them?” Finally, we conjecture that the personal narrative essay is the one that seemed the most difficult as a consequence of receiving less explicit instruction (see lessons 41-43) in spite of being considered the easiest one as was proved to be in the pre-tests.

Regarding the traits, our data revealed that the greatest difficulty was found in the conventions (numbers 5 and 11). The former was described and scored using the ISAT rubric, while the latter was described and scored using the 6 + 1 Traits of Writing rubric. When we talk about conventions, we are essentially dealing with grammar and spelling. The difficulty that spelling presents for second language learners (in our case ELLs) is exceptionally described by Perez Cañado (2002), who devotes her doctoral dissertation to discuss the importance of the explicit instruction of English spelling to students of English as a second or foreign language. Since we did not focus exclusively on the teaching of English spelling, but we aimed to achieve a wider goal, we only devoted the WebQuest to the learning of English grammar. At this point, and while considering the difficulty this area seems to present for students, we do believe it would be beneficial for the students to dedicate more detailed attention to the teaching of English grammar and spelling. This way, we fully support Bueno González's (2002) meaningful and communicative proposal for the explicit instruction of grammar (as well as vocabulary and pronunciation) to promote fluent communication in English. Considering that we approached grammar by using a WebQuest, and thus avoid tedious grammar exercises, we believe that we could improve our students' performance in this trait by creating another WebQuest that motivates students to learn about spelling.

Another important aspect that we would like to pay attention to during this section deals with the trait of support; which essentially describes students' ability to provide and present in an arranged logical order the right amount of details, explanations and reasons to hold up the main idea of each sentence (and the essay as a whole). Since this was one of the main goals of our expository lessons, it pleases us to see how students have considerably improved their performance in the post-tests. Therefore, we can conclude that students effectively acquired the main goal of the expository essay lessons; which we believe will help them in the composition of future essays since it is at the core of each great piece of writing.

In sum, we want to emphasize that the tentative nature of any conclusions reached here, however, makes us look forward to future research aimed at addressing these issues.

---

#### 6.4. PEDAGOGICAL IMPLICATIONS

During this section, we shall discuss the pedagogical insights that derive from the implementation of our methodological approach, and, we think, have contributed to the students' successful writing development. Being aware that they are not new in the educational field, we intend to highlight those useful aspects that, by way of recommendations, should be beneficial when teaching writing as we consider they have been for our program.

At the outset, we value of extreme importance the **assessment of students' writing skills** (as identified by the rubrics) at the very beginning of each school year. The accurate diagnosis of students' strengths and weaknesses will be the most powerful guide that teachers may find to conduct their instruction. This serves two main purposes: a) educators become aware of the areas where they have to devote the most attention and b) areas of strength can be addressed (during different activities) so students build on their background knowledge and experience feelings of success (which we believe aids the development of intrinsic motivation).

Moreover, **education must be tailored to fit each student's learning needs**. Consequently, assessing students' learning styles and multiple intelligences will allow educators to discover the methods and strategies that grant the best education for each student. Thus, using a variety of methods and strategies will guarantee a successful education.

In addition, another aspect that should be considered when teaching writing is **group organization**. Thus, teachers must provide students with opportunities to work: a) in heterogeneous groups so students with lower abilities can benefit from working with more advanced peers, 2) in homogenous groups so pupils can work together on materials appropriate to their particular level, 3) in pairs so students can create closer relationships with their classmates, and 4) individually so they can have the time to reflect on their

own, evaluate everything they have learned, and push themselves towards achieving a particular goal.

We also consider crucial to **provide ELLs with plenty of opportunities to verbally share their ideas and interact with their partners in a control environment** where an educator will be setting carefully structured tasks. By cautiously scaffolding a learning situation, teachers will be targeting the needs of each stage of language development; thus granting that ELLs do not feel frustrated or bored with a particular activity.

Furthermore, the teaching of writing must not be monotonous or tiresome. Although it must be direct, and this way assist students in the identification of the rules and patterns that govern the English language, **educators must present writing as something that is attractive to students by creating situations that rise students' interest.** We believe that this can be achieved not only by teaching in content (as suggested by No Child Left Behind Act of 2001), but also by many other teaching means such as including activities that students can relate to (ex. talking about themselves or their friends); incorporating learning games where students acquire vocabulary and grammatical structures (ex. vocabulary game cards where students have to create sentences); providing students with a variety of choices to demonstrate their knowledge (ex. student self-assessment); fostering higher level thinking (ex. presenting students with interesting facts); and creating a connection between writing and 'fun time' (ex. include a game at the end of each lesson), to mention but a few.

Finally, it is our personal observation that there is a **connection between what Goleman identifies as Emotional Intelligence and writing.** During the time our study took place, we have been able to observe that by helping our students develop their Emotional Intelligence we have also aided to the development of their writing skills. We hypothesize that presenting students with activities and strategies where they have the

opportunity to express themselves, develop their self-esteem, self-image, self-concept, people skills, etc, help them to gain not only vocabulary and grammar awareness, but also the confidence that allows them to take calculated risk. Besides, we believe that the way in which the lessons are presented in our approach contributes to the development of extrinsic motivation (when receiving small prizes, rewards, etc). But it also attempts to foster intrinsic motivation and learner autonomy by helping students individually identify their goal, understand their responsibility in their learning process, evaluate themselves, increase their sense of belonging and relatedness, and enhance self-esteem, among many others.

### 6.5. DIRECTIONS FOR FUTURE RESEARCH

During our study we have covered all the aspects identified on the ISAT and 6 + 1 Traits of writing rubrics. Nevertheless, we consider there are certain areas which may benefit from further research. Thus, we make the following suggestions:

Bearing in mind the **educational constraints and the limitations in time**, which did not allow us to work with other groups apart from our classroom or continue the direct instruction of our students in consecutive years, we believe it would be useful to carry out another study, similar to the one we implemented. Here we could: 1) compare and contrast the development of different groups (thus having a control and experimental group) and 2) observe the permanence of the gains acquired during the intervention program.

If we regard as true the fact that **when applying our writing program students develop their writing skills and their Emotional Intelligence**, we consider it could be meaningful to carry out further research into this positive correlation. Being aware of our limitations, we believe that in order to achieve optimum results we should seek the close

collaboration of school psychologists and school social workers. We hypothesize that the close interaction among these professionals could be of great educational value since these three different perspectives put together would ascertain a more global understanding of the learning situation of ELLs.

In connection with the ideas presented in the above line of research, another aspect worthy of studying would be the **connection among the teacher's perception of intelligence (entity or incremental), his/her relation with the students, his/her teaching style and the acquisition of writing skills in the case of ELLs.**

An important suggestion which arises from our results is the need for **devoting extra time to the teaching of English conventions**; since this is the section in the rubrics which shows the least improvement. In view of the enthusiasm displayed by students when completing the WebQuest, we consider we could use the same methodological approach to the teaching of English spelling.

In line with the idea presented in the previous paragraph, a very attractive area of research deals with **the study of the correlation between writing and the use of new technologies in the classroom.** Although we included a WebQuest in our study, we did not develop our writing program based on the exclusive use of technologies (since the economical situation of the educational institution and the students attending this school do not allow us such a possibility). We believe the study of the effects of word processors, spelling checks, interactive games, WebQuest, Treasure Hunts and other forms of new technology (whose use is undeniably stimulating for students) would positively be worthwhile.

With our study, **we have assessed the writing performance of our students attending to the traits identified by the ISAT and 6 + 1 Traits of Writing Rubrics.**

---

Nevertheless, we have not investigated deeply into finding the causes that determine the difficulty of each trait. Therefore, devoting further research to discover the explicit factors that can be held accountable for the complexity of each trait would unquestionably be advisable.

Another interesting area of research could be provided by **analyzing the differences in the performance of ELLs attending to their socio-cultural and socio-economical background**. Since all the students in our sample share the same socio-economic situation (Mexican heritage and low income), we have not been able to include this variable in our study.

Finally, we consider that it would be advisable to carry out another study, following the same lines of our investigation and implementing it along the different grades of primary education, that **targets not only the explicit teaching of Personal Narrative, Expository and Persuasive essays, but the different types of literary genres**.

# *Bibliography*

- Ablard, K.E.; and Mills, C.J. (1996). "Implicit Theories of Intelligence and Self-perceptions of Academically Talented Adolescents and Children." *Journal of Youth and Adolescence*, 25 (2), pp. 137-148.
- Ackerknecht, E.H.; and Vallois, H.V. (1956). *Franz Joseph Gall, Inventory of Phrenology and his Collection*. Madison, WI: University of Wisconsin Medical School.
- Ainsworth, L.; Almeida, L.; Wiliam, D.; Davies, A.; Dufour, R.; Gregg, L. *et al.* (2007). *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*. Bloomington, IN: Solution Tree.
- Aldrich, C. (2009). *Learning Online with Games, Simulations, and Virtual Worlds: Strategies for Online Instruction*. London: Jossey-Bass.
- Alexander, P.A.; Kulikowich, J.M.; and Schulze, S.K. (1994). "How Subject-Matter Knowledge Affects Recall and Interest." *American Educational Research Journal*, 31(2), pp. 313-337.
- Alderson, C. J., Clapham, C., and Wall, D. (1995). *Language test construction and evaluation*. Cambridge: Cambridge University.
- Allen, J.; and Davies, A. (1977). *Edinburgh Course in Applied Linguistics*. London: Oxford University Press.
- Allen, V. (1986). "Developing Contexts to Support Second Language Acquisition." *Language Arts*, 63, pp. 61-66.
- Allport, G.W. (1937). "The Personalistic Psychology of William Stern. Character and Personality." *A Quarterly for Psychodiagnostic and Allied Studies*, 5, pp. 231-246.
- Allport, G.W. (1938). "William Stern: 1871-1938." *American Journal of Psychology*, 51, pp. 770-773.

- Anastasi, A. (1990). "A Century of Psychological Science." *American Psychologist*, 47 (7), pp. 842-843.
- Anderson, L.W.; and Krathwohl, D.R. (2001). *A Taxonomy for Learning , Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York, NY: Longman.
- Anderson, L.W.; and Krathwohl, D.R. (Eds.) (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York, NY: Longman.
- Anderson, L.W.; Krathwohl, D.R.; Airasian, P.W.; Cruikshank, K.A.; Mayer, R.E.; Pintrich, P.R.; Raths, J.; and Wittrock, M.C. (2000). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston, MA: Allyn and Bacon.
- Anderson, L.W.; and Sosniak, L.A. (Eds.) (1994). *Bloom's Taxonomy: A Forty-year Retrospective*. Ninety-third Yearbook of the National Society for the Study of Education. Chicago, IL: University of Chicago Press.
- Anderson, M. (1992). *Intelligence Development: A Cognitive Theory*. Oxford: Blackwell.
- Andreski, S. (1972). *Herbert Spencer: Structure, Function and Evolution*. London: Scribner.
- Antunes, C. (1999). *Las Inteligencias Múltiples*. Madrid: Narcea
- Appelbaum, S.A. (1973). "Psychological Mindedness: Word, Concept, and Essence." *International Journal of Psycho-Analysis*, 54, pp. 35-46.
- Armstrong, T. (1994). *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Armstrong, T. (2003). *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences*. Minneapolis, MN: Free Spirit Publishing.

- Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Cloverdale, CA: Association for Supervision and Curriculum Development.
- Aronson, E.; Blaney, N.; Stephan, C.; Sikes, J.; and Snapp, M. (1978). *The Jigsaw Classroom*. Beverly Hills, CA: Sage.
- Aronson, J.; Fried, C.B.; and Good, C. (2002). "Reducing Stereotype Threat and Boosting Academic Achievement of African-American Students: The Role of Conceptions of Intelligence." *Journal of Experimental Social Psychology*, 38, pp. 113-125.
- Asher, J. (1977). "Children Learning Another Language: A Developmental Hypothesis." *Child Development*, 48, pp. 1040-1048.
- Ashkanasy, N. (2001). "The Case for Emotional Intelligence in Workgroups." Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.
- Atherton, J.S. (2009). "Learning and Teaching; Deep and Surface Learning." <<http://www.learningandteaching.info/learning/deepsurf.htm>> [Accessed March 25, 2009].
- Ausubel, D.P. (1960). "The Use of Advance Organizers in the Learning and Retention of Meaningful Verbal Material." *Journal of Educational Psychology*, 51, pp. 267-272.
- Ausubel, D. (1963). *The Psychology of Meaningful Verbal Learning*. New York, NY: Grune and Stratton.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

- Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge: CUP.
- Bachman, L. F. and Palmer, A.S. (1996). *Language Testing in Practice: Designing and Developing Useful English Language Test*. Oxford: Oxford University Press.
- Bachman, J.; Stein, S.; Campbell, K.; and Sitarenios, G. (2000). "Emotional Intelligence in the Collection of Debt." *International Journal of Selection and Assessment*, 8 (3), pp. 176-183.
- Baker, C. (1995) *A Parents' and Teachers' Guide to Bilingualism*. Clevedon: MultilingualMatters.
- Baker, C. (1996). *Foundations of Bilingual Education and Bilingualism*. (2<sup>nd</sup> Edition). Clevedon: Multilingual Matters.
- Baker, C. (2000). *A Parents' and Teachers' Guide to Bilingualism*. (2<sup>nd</sup> Edition). Clevedon: Multilingual Matters.
- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism* (Revision to a 4th Edition). Clevedon: Multilingual Matters.
- Baldwin, J.M. (1897). *Mental Development in the Child and the Race*. New York, NY: Macmillan.
- Balteiro Fernández, I. (2008) "Complex lexical units and their treatment in second language learners' dictionaries" In A. Linde López; J. Santana Lario; and C.M. Wallhead Salway (Eds.), *Studies in honor of Neil McLaren: A Man for All Seasons*, (pp. 405-420). Granada: Universidad de Granada.
- Bandura, A. (1986). *Social Foundations of Thought and Action: Social Cognition Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY: Worth Publishers.

- Bandura, M.; and Dweck, C.S. (1985). "The Relationship of Conceptions of Intelligence and Achievement Goals to Achievement-related Cognition, Affect and Behaviour." In C.S. Dweck; and E.L. Leggett (1988), "A Social-Cognitive Approach to Motivation and Personality", *Psychological Review*, 95 (2), pp. 256-273.
- Banks, C.; and Broadhurst, P.L. (Eds.) (1966). *Stephanos: Studies in Psychology Presented to Cyril Burt*. New York, NY: Barnes and Noble.
- Banks, J.A.; and Banks, C.A.M. (2009). *Multicultural Education: Issues and Perspectives*. (7<sup>th</sup> Edition). New York, NY: John Wiley.
- Barcroft, J. (2004). "Second Language Vocabulary Acquisition: A Lexical Input. Processing Approach." *Foreign Language Annals*, 37, pp. 200-208.
- Barkow, J.; Cosmides, L.; and Tooby, J. (1992). *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*. New York, NY: Oxford University Press.
- Bar-On, R. (1997). *The Bar-On Emotional Quotient Inventory (EQ-i): A Test of Emotional Intelligence*. Toronto: Multi-Health Systems.
- Bar-On, R. (2005). "The Bar-On Model of Emotional-social Intelligence." In P. Fernández-Berrocal; and N. Extremera (Guest Editors), "Special Issue on Emotional Intelligence." *Psicothema*, 17. <<http://www.leadership-systems.com/downloads/BarOnarticle.pdf>> [Accessed October 20, 2009].
- Bereiter, C.; and Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Barrett, G.V. (2001). "Emotional Intelligence: The Madison Avenue Approach to Professional Practice." Paper presented at the 16th annual conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

- Baum, S.; Viens, J.; and Slatin, B. (2005). *Multiple Intelligences in the Elementary Classroom: A Teacher's Toolkit*. New York, NY: Teachers College Press.
- Beltrán, J.Y. *et al.* (1993). *Procesos, Estrategias y Técnicas de Aprendizaje*. Madrid: Síntesis.
- Bempechat, J.; London, P.; and Dweck, C.S. (1991). "Children's Conceptions of Ability in Major Domains: An Interview and Experimental Study." *Child Study Journal*, 21, pp. 11-35.
- Ben-Hur, M. (Ed.) (1994). *On Feuerstein's Instrumental Enrichment: A Collection*. Arlington Heights, IL: IRI/SkyLight Training and Publishing, Inc.
- Ben-Zeev, S. (1977). "The Influence on Cognitive Strategy and Cognitive Development." *Child Development*, 48, pp. 1009-1018.
- Bergin, D.A.; and Cizek, G.J. (2001). "Alfred Binet." In J.A. Palmer (Ed.), *Fifty Major Thinkers on Education: From Confucius to Dewey*, (pp. 160-164). London: Routledge.
- Bialystok, E. (1991). "Metalinguistic Dimensions of Bilingual Proficiency." In Bialystok, E. (Ed.), *Language Processing in Bilingual Children*, (pp. 113-140). London: Cambridge University Press.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy and Cognition*. New York, NY: Cambridge University Press.
- Billman, D.; and Knutson, J. (1996). "Unsupervised Concept Learning and Value Systematicity: A Complex Whole Aids Learning the Part." *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 22 (2), pp. 458-475.
- Binet, A. (1905). "New Methods for the Diagnosis of the Intellectual Level of Subnormals." First published in *L'Année Psychologique*, 12, pp. 191-244. This translation by Elizabeth S. Kite first appeared in 1916 in *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at

- Vineland. <<http://academic.udayton.edu/gregelvers/hop/index.asp?m=3anda=66andkey=75>> [Accessed September 18, 2008].
- Binet, A. (1916). "New Investigations upon the Measure of the Intellectual Level among School Children" (1911). In *The Development of Intelligence in Children*. Baltimore, MD: Williams and Wilkins.
- Binet, A.; and Simon, T. (1905). "Méthodes Nouvelles pour le Diagnostic du Niveau Intellectuel des Anormaux." *L'Année Psychologique*, 11, pp. 245-366.
- Binet, A.; and Simon, T. (1911). "Nouvelles Recherches sur la Mesure du Niveau Intellectuel chez les Enfants des Écoles." *L'Année Psychologique*, 17, pp. 145-201.
- Binet, A.; and Simon, T. (1916). *The Development of Intelligence in Children*. Baltimore, MD: Williams and Wilkins.
- Binet, A.; and Simon, T. (1973). *The Development of Intelligence in Children*. New York, NY: Arno Press.
- Blackwell, L.S.; Trzesniewski, K.H.; and Dweck, C.S. (2007). "Implicit Theories of Intelligence Predict Achievement across an Adolescent Transition: A Longitudinal Study and an Intervention." *Child Development*, 78, pp. 246-263.
- Blinkhorn, S.F. (1989). "Was Burt Stitched up?" *Nature*, pp. 340-439.
- Blinkhorn, S.F. (1995). "Burt and the Early History of Factor Analysis." In N.J. Mackintosh, *Cyril Burt: Fraud or Framed?* New York, NY: Oxford University Press.
- Bloom, B.S. (Ed.) (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. New York / Toronto: Longmans, Green.

- Bloom, B.S.; and Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a Committee of College and University Examiners. Handbook I: Cognitive Domain*. New York, NY: Longmans, Green.
- Boeree, G.C. (2004). "Abraham Maslow".  
<<http://www.ship.edu/~cgboer/maslow.html>> [Accessed April 10, 2009].
- Boeree, G.C. (2004). "Personality Theories. Abraham Maslow."  
<<http://www.ship.edu/~cgboeree/maslow.html>> [Accessed April 10, 2009].
- Bonk, C. (2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco, CA: Jossey-Bass.
- Bono, E. De (1993). *El Pensamiento Lateral*. Barcelona: Paidós.
- Boring, E.G. (1923). "Intelligence as the Tests Test It." *New Republic*, 36, pp. 35-37.
- Bower, B., and Lobdell, J. (2005). *Social Studies Alive*. Palo Alto, CA: Teachers' Curriculum Institute.
- Bowers, P.G.; and Ishaek, G. (2003). "RAN's Contribution to Understanding Reading Disabilities." In H.L. Swanson; K.R. Harris; and S. Graham (Eds.), *Handbook of Learning Disabilities*, (pp. 140-157). New York, NY: Guilford Press.
- Boyer, E.L. (1987). *College: The Undergraduate Experience in America*. New York, NY: Harper and Row.
- Brace, C.L. (2005). "Sir Cyril Burt: Scientific Fraud." In C. Loring Brace, *Race Is a Four Lettered Word, the Genesis of the Concept*. Oxford: Oxford University Press.
- Bradach, T. (2007). *Thrust of Light: An Education Manifesto*. New York, NY: BookSurge Publishing.

- Bradberry, T.; and Greaves, J. (2009). *Emotional Intelligence 2.0*. San Francisco, CA: Publishers Group West.
- Braine, G. (Ed.) (2005). *Teaching English to the World: History, Curriculum and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Brandt, C. (2009). *Read, Research and Write: Academic Skills for ESL Students in Higher Education: (Sage Study Skills Series)*. London: Sage Publications Ltd.
- Bransford, J.D.; Brown, A.L.; and Cocking, R.R. (Eds.) (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.
- Brewer, A. (2004). *WebQuests: The Secret to Guided Empowerment*. Eugene, OR: Visions Technology.
- Brisk, M.E. (1981). "Language Policies in American Education." *Journal of Education*, 163 (1), pp. 3-15.
- Brisk, M.E. (2006). *Bilingual Education: From Compensatory to Quality Schooling*. (2<sup>nd</sup> Edition). Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Brisk, M.E. (2007). *Language, Culture, and Community in Teacher Education* (1<sup>st</sup> Edition). New York, NY: Routledge.
- Brisk, M.E.; and Harrington, M.M. (2007). *Literacy and Bilingualism. A Handbook for All Teachers*. (2<sup>nd</sup> Edition). Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Brisk, M.E.; and Harrington, M.M. (2007). *Literacy and Bilingualism. A Handbook for All Teachers*. (2<sup>nd</sup> Edition). Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Brodie, M. (1999). "Connected Intelligence: The Power of Library Collaboration." Paper presented to Reference and Information Services Section, Australian Library and Information Association Conference, Sydney, September 6-8, 1999. <<http://www.slsw.gov.au/staffpapers/intell/welcome.htm>> [Accessed March 5, 2008].

- Brody, N. (2004). "What Cognitive Intelligence Is and What Emotional Intelligence Is Not." *Psychological Inquiry*, 15, pp. 234-238.
- Bromley, K.; Irwin-DeVitis, L.; and Modlo, M. (1995). *Graphic Organizers*. New York, NY: Scholastic Professional Books.
- Brooks, R.; Breazeal, C.; Marjanovic, M.; Scassrellati, B.; and Williamson, M. (1999). "The Cog Project: Building a Humanoid Robot." In C. Nehaniv (Ed.), *Computation for Metaphors, Analogy, and Agents*, (pp. 52-87). Berlin: Springer Verlag.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York, NY: Addison Wesley Longman, Inc.
- Brown, J.D. (1991). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press. 3<sup>rd</sup>. Edition
- Bueno González, A. (2002). "Instructed linguistic competence: Using grammar, vocabulary and pronunciation to promote fluent communication in English". *The Grove. Working Papers in English Studies*, 9, pp. 7-22.
- Bulmer, M. (2003). *Francis Galton: Pioneer of Heredity and Biometry*. Baltimore, MD: Johns Hopkins University Press.
- Burt, C.L. (1940). *The Factors of the Mind*. London: University of London Press.
- Burt, C.L. (1949). "An Autobiographical Sketch." *Occupational Psychology*, 23, pp. 9-20.
- Burt, C.L. (1949). "The Structure of the Mind: A Review of the Results of Factor Analysis." *British Journal of Educational Psychology*, 19, pp. 100-111.
- Busino, G. (1987). "Pareto, Vilfredo". In *The New Palgrave, A Dictionary of Economics*, 3, pp. 799-804.
- Buss, D.M. (1994). *The Evolution of Desire*. New York, NY: BasicBooks.

- Buss, D.M.; and Greiling, H. (1999). "Adaptive Individual Differences." *Journal of Personality*, 67, pp. 209-243.
- Buzan, T. (2000). *The Speed Reading Book*. London: BBC Ltd.
- Byrne, D. (1979). *Teaching Writing Skills*. London: Longman.
- Cabezas, D.; and Carpintero, E. (2006). "Teorías Implícitas sobre la Inteligencia en Docentes." *EduPsykhé. Revista de Psicología y Psicopedagogía*, 5 (1), pp. 129-142.
- Cagné, E.D. (1991). *La Psicología Cognitiva del Aprendizaje Escolar*. Madrid: Visor.
- Cain, D.P.; and Vanderwolf, C.H. (1990). "A Critique of Rushton on RACE, Brain Size, and Intelligence." *Personality and Individual Differences*, 11, pp. 777-784.
- Campbell, L. (1997). "How Teachers Interpret MI Theory." *Educational Leadership*. 55 (1), pp. 14-19.
- Carabanchel, M. (2004). "El Método Suzuki". <<http://www.carabanchel.com/moises/>> [Accessed November 30, 2004].
- Carlson, E.A. (2001). *The Unfit: A History of a Bad Idea*. New York, NY: Cold Spring Harbor Laboratory Press.
- Carmichael, L. (1957). "R. M. Yerkes, Psychobiologist." *Science*, 126 (3272), pp. 498. <<http://www.sciencemag.org/cgi/reprint/126/3272/498>> [Accessed March, 5, 2008].
- Carraher, T.N.; Carraher, D.; and Schliemann, A.D. (1985). "Mathematics in the Streets and in Schools." *British Journal of Developmental Psychology*, 3, pp. 21-29.
- Carrol B. (1993). *Human Cognitive Abilities: A Survey of Factor-analytic Studies*. New York, NY: Cambridge University Press.
- Carver, R.P. (1992). "Reading Rate: Theory, Research and Practical Implications." *Journal of Reading*, 36, pp. 84-95.

- Cattell, R.B. (1940). "Effects of Human Fertility Trends upon the Distribution of Intelligence and Culture." *Yearbook Natural and Social Studies of Education*, 39, pp. 221-233.
- Cattell, R.B. (1963). "Theory of Fluid and Crystallized Intelligence, a Critical Experiment." *Journal of Educational Psychology*, 54, pp. 1-22.
- Cattell, R.B. (1971). *Abilities: Their Structure, Growth and Action*. Boston, MA: Houston Mifflin.
- Ceci, S.J. (1990). *On Intelligence - More or Less: A Bio-Ecological Treatise on Intellectual Development*. Englewood Cliffs, NJ: Prentice Hall.
- Ceci, S.J. (1996). *On Intelligence...More or Less*. Cambridge, MA: Harvard University Press
- Ceci, S.J.; and Liker, J. (1986). "A Day at the Races: A Study of IQ, Expertise, and Cognitive Complexity." *Journal of Experimental Psychology: General*, 115, pp. 255-266.
- Chabo, Y. (2008). *As I Recall: Memoirs of a Legal Immigrant's Journey from Cuba to USA*. Bloomington, IN: AuthorHouse.
- Chabris, C.F. (1998). "IQ since 'The Bell Curve.'" *Commentary*, 106 (2), pp. 33-40.
- Chamorro-Premuzic, T.; and Furnham, A. (2004a). "A Possible Model to Understand the Personality-intelligence Interface." *British Journal of Psychology*, 95, pp. 249-264.
- Chamorro-Premuzic, T.; and Furnham, A. (2004b). "Art Judgment: A Measure Related to Both Personality and Intelligence?" *Imagination, Cognition and Personality*, 24, pp. 3-24.
- Chamorro-Premuzic, T.; and Furnham, A. (2006). "Intellectual Competence and the Intelligent Personality: A Third Way in Differential Psychology." *Review of General Psychology*, 10, pp. 251-267.

- Chamot, A.U.; and O'Malley, J.M. (1994) *The Calla Handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.
- Chandler, D. (1990). "Do the Write Thing?" *Electric Word*, 17, pp. 27-30.
- Chandler, D. (1992). "The Phenomenology of Writing by Hand." *Intelligent Tutoring Media*, 3 (2/3), pp. 65-74.
- Chandler, D. (1993). "Writing Strategies and Writers' Tools". *English Today: The International Review of the English Language*, 9 (2), pp. 32-8.
- Chandler, D. (1994). "Who Needs Suspended Inscription?" *Computers and Composition* 11 (3), pp. 191–201.
- Chandler, D. (1995). *The Act of Writing: A Media Theory Approach*. Aberystwyth: University of Wales.
- Chang, K.; Chen, I.; and Sung, Y. (2002). "The Effect of Concept Mapping to Enhance Text Comprehension and Summarization." *The Journal of Experimental Education*, 71 (1), pp. 5-23.
- Chauncey, C.T.; and Walser, N. (Eds.) (2009). *Spotlight on Student Engagement, Motivation, and Achievement*. Cambridge, MA: Harvard Education Press.
- Chekley, K. (1997). "The First Seven... and the Eight." *Educational Leadership*, 55 (1), pp. 8-13. <<http://newfirstsearch.oclc.org/WebZ/FSPage?pagename=ftascii:pagetype=entitypri>> [Accessed April 10, 2009].
- Chikalanga, I. (1992). "A Suggested Taxonomy of Inferences for the Reading Teacher." *Reading in a Foreign Language*. 8 (2), pp. 697-709. <<http://nflrc.hawaii.edu/rfl/PastIssues/rfl82chikalanga.pdf>> [Accessed January 2, 2010].
- Cho, S. (2001). "Effects of Cognitive Ability, Self-monitoring, and Emotional Intelligence on Performance." Poster presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

- Choh, W.S.Y. (2000). "Teachers' Conceptions of Intelligence and Their Attitudes Toward Pupils in Special Schools." Thesis (M.A.) (Applied Psychology) National Institute of Education, Nanyang Technological University. <[http://www.acis.nie.edu.sg/nie-acis/libris/resources/eresources/research/master\\_thesis\\_details.do?selectedIndex=candcallNo=LC3969%20Choandauthor=Choh\\_Wendy\\_Ssu%20\\_Yee](http://www.acis.nie.edu.sg/nie-acis/libris/resources/eresources/research/master_thesis_details.do?selectedIndex=candcallNo=LC3969%20Choandauthor=Choh_Wendy_Ssu%20_Yee)> [Accessed April 12, 2009].
- Chorover, S. (1979). *From Genesis to Genocide*. Cambridge, MA: Mackwell.
- Chun, D.; and Plass, J. (1996). "Effects of Multimedia Annotations on Vocabulary Acquisition." *The Modern Language Journal*, 80 (2), pp. 183-198.
- Cianciolo, A.T.; and Sternberg, R.J. (2009). *Intelligence: A Brief History*. (Illustrated Edition). Malden, MA: Blackwell Publishing.
- Ciarrochi, J.; and Mayer, J.D. (2007). "The Key Ingredients of Emotional Intelligence Interventions: Similarities and Differences." In J. Ciarrochi; and J. D. Mayer (Eds.), *Improving Emotional Intelligence: A Practical Guide*, (pp. 144-156). Philadelphia, PA: Psychology Press. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2007%20Applying%20EI%20Chapter%206.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2007%20Applying%20EI%20Chapter%206.pdf)> [Accessed October 17, 2009].
- Clark, J.; and Tollefson, N. (1991). "Differences in Beliefs and Attitudes Toward the Improvability of Writing of Gifted Students Who Exhibit Mastery-oriented and Helpless Behaviors." *Journal for the Education of the Gifted*, 14, pp. 119-133.
- Clayes, G. (2001). "Introducing Francis Galton, 'Kantsaywhere' and 'The Donoghues of Dunno Weir'." *Utopian Studies*, 12 (2), pp. 188-190.
- Cohen, D. (1974). *Intelligence, What Is It?* New York, NY: M. Evans and Company.
- Cohen, R.J.; and Swerdlik, M.E. (2001). *Pruebas y Evaluación Psicológicas. Introducción a las Pruebas y a la Medición*. México: McGraw Hill.

- Cohen, R.J.; and Swerdlik, M.E. (2002). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (5<sup>th</sup> Edition). Boston, MA: McGraw Hill Higher Education.
- Colbert, N.A. (2002). *Great Society: The History of Lyndon Baines Johnson (Notable Americans)*. Greensboro, NC: Morgan Reynolds Publishing.
- Collier, V.P. (1987). "Age and Rate of Acquisition of Second Language for Academic Purposes." *TESOL Quarterly*, 21, pp. 617-641.
- Colman, A.M. (2009). *A Dictionary of Psychology* (3<sup>nd</sup> Edition). Oxford, MI: Oxford University Press.
- Colom-Marañón, R. (1995). *Psicología de las Diferencias Individuales* (2nd Edition). Madrid: Pirámide.
- Colom-Marañón, R. (1995). *Test, Inteligencia y Personalidad*. Madrid: Pirámide.
- Colom Marañón, R. (1999). "Quien mucho abarca poco aprieta." *Papeles del Psicólogo*, 72, pp. 57-60.
- Colom Marañón, R.; and Andrés-Pueyo, A. (1999). "El Estudio de la Inteligencia Humana: Recapitulación ante el Cambio de Milenio." *Psicothema*, 11 (3), pp. 453-476.
- Colom Marañón, R.; and Andrés-Pueyo, A. (2003). "El Estudio de la Inteligencia Humana: Recapitulación ante el Cambio de Milenio." *Psychotema*, 11 (3), pp. 453-476.
- ColorínColorado.org <[www.colorincolorado.org](http://www.colorincolorado.org)> [Accessed January 9, 2010].
- Constanza, J.Á. (2004). "El Suzuki, un Método de Enseñanza de Música Que se Pone de Moda en Colegios Privados de Bogotá." <[http://menweb.mineduacion.gov.co/infoprensa/info\\_lista\\_detalle.asp?id=4901](http://menweb.mineduacion.gov.co/infoprensa/info_lista_detalle.asp?id=4901)> [Accessed October 9, 2004].
- Cook, V. (2008). *Second Language Learning and Language Teaching* (4th Edition). London: Hodder Arnold.

- Corbett, E.P.J.; and Finkle S. L. (2010). *The Little English Handbook includes MLA Guidelines 2009: Choices and Conventions*. New York, NY: Longman Pub Group.
- Corgill, A.M. (2008). *Of Primary Importance: What's Essential in Teaching Young Writers*. York: Stenhouse Publisher.
- Cottrell, S. (2008). *The Study Skills Handbook* (3<sup>rd</sup> Edition). Hampshire: Palgrave MacMillan.
- Crawford, J. (1992). *Hold Your Tongue: Bilingualism and the Politics of "English Only."* Reading, MA: Addison-Wesley.
- Crawford, J. (1995). "Endangered Native American Languages: What Is to Be Done, and Why?" *Bilingual Research Journal*, 19 (1), pp. 17-38.
- Crawford, J. (2000). *At War with Diversity: US. Language Policy in an Age of Anxiety*. Clevedon: Multilingual Matters Ltd.
- Crawford, J. (2004). *Educating English Learners. Language Diversity in the Classroom*. (5<sup>th</sup> Edition). Los Angeles, CA: Bilingual Education Services, Inc.
- Crawford, J. (2005). *Educating English Learners. Language Diversity in the Classroom*. (6<sup>th</sup> Edition). Los Angeles, CA: Bilingual Educational Services, Inc.
- Crocker, L.; and Algina, J. (1986). *Introduction to Classical and Modern Test Theory*. New York, NY: Harcourt Brace Jovanovich.
- Cronbach, L.; and Snow, R. (1977). *Aptitudes and Instructional Methods: A Handbook for Research on Interactions*. New York, NY: Irvington.
- Crooks, T. J. (1988). "The impact of classroom evaluation practices on students." *Review of Educational Research*, 58, 438-481.

- Culham, R. (2003). *6 + 1 Traits of Writing*. New York, NY: Scholastic Professional Books.
- Culham, R. (2009). *Daily Trait Warm-ups: 180 Revision and Editing Activities to Kick off Writing Time*. New York, NY: Scholastic Teaching Resources
- Cunningham, J.L. (1997). "Alfred Binet and the Quest for Testing Higher Mental Functioning." In W. Bringmann; H.E. Luck; R. Miller; and C.E. Early, (Eds.), *A Pictorial History of Psychology*, (pp. 309-314). Chicago, IL: Quintessence Club.
- Cummins, J. (1979). "Linguistic Interdependence and the Educational Development of Bilingual Children." *Review of Educational Research*, 49, pp. 222-251.
- Cummins, J. (1981a). "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*, (pp. 3-49). Los Angeles, CA: National Dissemination and Assessment Center.
- Cummins, J. (1981b) "Age on Arrival and Immigrant Second Language Learning in Canada. A Reassessment." *Applied Linguistics*, 2, pp. 132-149.
- Cummins, J. (1981c). *Bilingualism and Minority Language Children*. Toronto: OISE Press.
- Cummins, J. (1984). *Bilingualism and Special Education*. Clevedon: Multilingual Matters.
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters Ltd.
- Cummins, J.; Chamot, A.U.; Kessler, C.; O'Malley, J.M.; and Fillmore, L. W. (2000). *Scott Foresman ESL Student Book, Grade 1* (2<sup>nd</sup> Edition). Upper Saddle River, NJ: Pearson ESL.

- Cummins, J.; Chamot, A.U.; Kessler, C.; O'Malley, J.M.; and Fillmore, L.W. (2001). *Scott Foresman ESL Student Book, Grade 5*. (Sunshine Edition). Upper Saddle River, NJ: Pearson Education.
- Curtin, E.M. (2009). *Practical Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson Education, Inc.
- Da Fonseca, D.; Schiano-Lomoriello, S.; Cury, F.; Poinso, F.; Rufo, M.; and Therme, P. (2007). "Validation Study of the Implicit Theories of Intelligence Scale." *Encephale*, 33, pp. 579-584.
- Dahlstrom, W.G. (1985). "The Development of Psychological Testing." In G.A. Kimble; and K. Schlesinger (Eds.), *Topics in the History of Psychology*, 2, pp. 63-114.
- Dalton, J.; and Smith, D. (1986). *Extending Children's Special Abilities: Strategies for Primary Classrooms*, (pp. 36-37). <<http://www.teachers.ash.org.au/researchskills/dalton.htm>> [Accessed November 30, 2004].
- Dansereau, D.F. (1985). "Learning Strategy Research." In J. Segal; S. Chipman; and R. Glaser (Eds.), *Thinking and Learning Skills. Vol.1: Relating Instruction to Basic Research*, (pp. 209-240). Hillsdale, NJ: Erlbaum.
- Davies, A., A; Brown, C. Elder; K. Hill, T; Lumley and T. McNamara (1999). *Dictionary of Language Testing*. Cambridge: Cambridge University Press.
- Darwin, C. (1859). *On the Origin of Species*. New York, NY: New York University Press.
- Darwin, C. (1871). *The Descent of Man*. New York, NY: New York University Press.
- Darwin, C. (1872). *The Expression of the Emotions in Man and Animals*. London: John Murray.
- Darwin, C.; and Wilson, O.E. (2005). *From So Simple a Beginning: Darwin's Four Great Books (Voyage of the Beagle, The Origin of Species, The Descent of Man, The*

- Expression of Emotions in Man and Animals*) (1<sup>st</sup> Edition). New York, NY: W.W. Norton and Co.
- Deary, I.J. (2000). *Looking Down on Human Intelligence: From Psychometrics to the Brain*. Cambridge: Cambridge University Press.
- Deci, E.L. (1972). "Intrinsic Motivation, Extrinsic Reinforcement, and Inequity." *Journal of Personality and Social Psychology*, 22 (1), pp. 113-120.
- Deci, E.; and Flaste, R. (1996). *Why We Do What We Do: Understanding Self-Motivation*. New York, NY: Penguin Books.
- Deci, E.; and Ryan, M.R. (1985). *Intrinsic Motivation and Self-determination in Human Behavior*. New York, NY: Plenum Press.
- Dennett, D.C. (1995). *Darwin's Dangerous Idea*. New York, NY: Simon y Schuster.
- Deutsch, M. (1949). "A Theory of Cooperation and Competition." *Human Relations*, 2, pp. 199-231.
- Deutsch, M. (1962). "Cooperation and Trust: Some Theoretical Notes." In M.R. Jones (Ed.) *Nebraska Symposium on Motivation*, (pp. 275-320). Lincoln, NE: University of Nebraska Press.
- Diaz, R.; and Klingler, C. (1991). "Towards an Explanatory Model of the Interaction Between Bilingualism and Cognitive Development." In E. Bialystok (Ed), *Language Processing in Bilingual Children*, (pp. 167-192). New York, NY: Cambridge University Press.
- Diéz López, E.; and Román Pérez, M. (1992). *Modificabilidad de la Inteligencia y Educabilidad Cognitiva*. Madrid: Editorial Complutense.
- Dontcheva-Navratilova, O.; and Povolná, R. (2009). *Coherence and Cohesion in Spoken and Written Discourse*. Newcastle: Cambridge Scholars Publishing.
- Doty, G. (2001). *Fostering Emotional Intelligence in K-8 Students: Simple Strategies and Ready-to-Use Activities*. Thousand, Oaks, CA: Corwin Press.

- Du Bois, P.H. (1970). *A History of Psychological Testing*. Boston, MA: Allyn and Bacon.
- Duggan, G.B.; and Payne, S.J. (2009). "Text Skimming: The Process and Effectiveness of Foraging Through Text under Time Pressure." *Journal of Experimental Psychology Applied*, 15 (3), pp. 228-242.
- Duncan, D. (Ed.) (1908). *The Life and Letters of Herbert Spencer*. London: Methuen
- Dweck, C.S. (1990). "Motivation." In R. Glaser; and A. Lesgold (Eds.), *Foundations for a Cognitive Psychology of Education*. Hillsdale, NJ: Erlbaum.
- Dweck, C.S. (1992). "The Study of Goals in Psychology." *Psychological Science*, 3, pp. 165-166.
- Dweck, C.S. (1995). "Implicit Theories as Organizers of Goals and Behavior." In P.M., Gollwitzer; and J.A. Bargh (Eds.), *The Psychology of Action: Linking Cognition and Motivation to Behavior*, (pp.69-90). New York, NY: Guilford Press.
- Dweck, C.S. (1999). "Caution: Praise Can Be Dangerous." *American Educator*, 23 (1), pp. 4-9.
- Dweck, C.S. (1999). *Self-theories: Their Role in Motivation, Personality and Development*. Philadelphia, PA: Psychology Press.
- Dweck, C.S. (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.
- Dweck, C.S. (2007). "The Secret to Raising Dmart Kids." *Scientific American: Mind*, December/January, (pp.36-43).
- Dweck, C.S.; and Bempechat, J. (1983). "Children's Theories of Intelligence: Consequences for Learning." In S.G. Paris; G.M. Olson; and H.M. Stevenson (Eds.), *Learning and Motivation in the Classroom*, (pp. 239-256). Hillsdale, NJ: Erlbaum.

- Dweck, C.S.; Bempechat, J.; and London, P. (1991). "Children's Conceptions of Ability in Major Domains: An Interview and Experimental Study." *Child Study Journal*, 21, pp. 11-35.
- Dweck, C.S.; Chiu, C.Y.; and Hong, Y.Y. (1995). "Implicit Theories: Elaboration and Extension of the Model." *Psychological Inquiry*, 6, pp. 322-333.
- Dweck, C.S.; Chiu, C.Y.; and Hong, Y.Y. (1995). "Implicit Theories and Their Role in Judgments and Reactions: A World from Two Perspectives." *Psychological Inquiry*, 6, 267-285.
- Dweck, C.S.; and Elliott, E.S. (1983). "Achievement Motivation." In P.H. Mussen (Ed.), *Handbook of Child Psychology* (4<sup>th</sup> Edition), (pp. 643-691). New York, NY: John Wiley and Sons.
- Dweck, C.S.; and Elliott, E.S. (1988). "Goals: An Approach to Motivation and Achievement." *Journal of Personality and Social Psychology*, 54, pp. 5-12.
- Dweck, C.S.; and Heyman, G.D. (1992). "Achievement Goals and Intrinsic Motivation: Their Relation and Their Role in Adaptive Motivation." *Motivation and Emotion*, 16, pp. 231-247.
- Dweck, C.S.; and Leggett, E.L. (1988). "A Social Cognitive Approach to Personality and Motivation." *Psychological Review*, 95, pp. 256-273.
- Dweck, C.S.; and Sorich, L. (1999). "Mastery-Oriented Thinking." In C.R. Snyder (Ed.), *Coping*, (pp. 232-251). New York, NY: Oxford University Press.
- Echevarria, J.; Short, D.; and Vogt, M. (2000). *Making Content Comprehensible for English Language Learners: The SIOP Model*. Needham Heights, MA: Allyn and Bacon.
- Eckstein, S. (2009). *The Immigrant Divide: How Cuban Americans Changed the U.S. and Their Homeland* (1<sup>st</sup> Edition). New York, NY: Routledge.

- Edelsky, C. (1986). *Writing in a Bilingual Program: Habia Una Vez*. Norwood, N.J.: Ablex Pub. Corp.
- Edwards, A.J. (1994). "Wechsler, David (1896-1981)." In R.J. Sternberg (Ed.), *Encyclopedia of Intelligence*, 1, pp. 1134-1136. New York, NY: Macmillan.
- Eisner, E.W. (2000). "Benjamin Bloom: 1913-1999." *Prospects, the Quarterly Review of Comparative Education*, 30 (3). (Paris, UNESCO: International Bureau of Education, September 2000). <<http://www.ibe.unesco.org/publications/ThinkersPdf/bloome.pdf>> [Accessed April 10, 2009].
- Elbow, P. (1998). *Writing with Power: Techniques for Mastering the Writing Process*. (2<sup>nd</sup> Edition). New York, NY: Oxford University Press.
- Elliot, A. J. (1999). "Approach and Avoidance Motivation and Achievement Goals." *Educational Psychologist*, 34 (3), pp.169-189.
- Elliott, E.S.; and Dweck, C.S. (1988). "Goals: An Approach to Motivation and Achievement". *Journal of Personality and Social Psychology*, 54, pp. 5-12.
- Elliott, R.M. (1956). "Robert Mearns Yerkes: 1876-1956." *The American Journal of Psychology*, 69 (3), pp. 487-494.
- Ellis, R. (2008). *The Study of Second Language Acquisition* (2<sup>nd</sup> Edition). Oxford: Oxford University Press.
- English, F.W. (2004). *The SAGE Handbook of Educational Leadership: Advances in Theory, Research, and Practice* (1<sup>st</sup> Edition). London: Sage Publications, Inc.
- Engs, R. C. (2005). *The Eugenics Movement: An Encyclopedia*. Westport, CT: Greenwood Press.
- Epps, S.; Ysseldyke, J.E.; and McGue, M. (1984). "I Know One When I See One. Differentiating LD and Non-LD Students." *Learning Disability Quarterly*, 7, pp. 89-101.

- Erickson, H.L. (2007). *Concept-based Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks, CA: Corwin Press.
- Esquirol, J.E.D. (1838). *Des Maladies Mentales Considérées Sous les Rapports Médical, Hygiénique et Médico-Légal*. Paris: Baillière.
- Evans, S. (2003). "Graphic Organizers for Japanese Readers of Expository Texts." *English Language Research Bulletin*, 18, pp. 1-17.
- Ewen, E.; and Ewen, S. (2006). *Typecasting: On the Arts and Sciences of Human Inequality*. New York, NY: Seven Stories Press.
- Eysenck, H.J. (1967). "Intelligence Assessment: A Theoretical and Experimental Approach." *British Journal of Educational Psychology*, 37, pp. 81-98.
- Eysenck, H.J. (1979). *The Structure and Measurement of Intelligence*. New York, NY: Springer-Verlag.
- Eysenck, H.J. (Ed.) (1982). *A Model for Intelligence*. Heidelberg: Springer-Verlag.
- Eysenck, H.J.; and Kamin, L. (1991). *La Confrontación sobre la Inteligencia: Herencia o Ambiente*. Madrid: Pirámide.
- Faber, D.P. (1992). "Alfred Binet (1857-1911): Theoretical and Empirical Contributions to the Study of Intelligence." Ph. D thesis. Liverpool: University of Liverpool.
- Faltis, C.J.; and Hudelson, S.J. (1998). *Bilingual Education in Elementary and Secondary School Communities*. Boston, MA: Allyn and Bacon.
- Fancher, R.E. (1985). *The Intelligence Men: Makers of the IQ Controversy*. New York, NY: Norton.

- Farris, P.J. (2001). *Language Arts. Process, Product and Assessment*. Boston, MA: McGraw-Hill.
- Feder, J. (2007). "English as the Official Language of the United States: Legal Background and Analysis of Legislation". <<http://www.scribd.com/doc/334176/English-as-the-Official-Language-of-the-United-States-Legal-Background-and-Analysis-of-Legislation-in-the-110th-Congress>> [Accessed November 21, 2008].
- Fernández Álvarez, M. (2007). "Propuesta metodológica para la creación de un nuevo examen de inglés en las pruebas de acceso a la universidad." Tesis Doctoral. Universidad de Granada. Facultad de Filosofía y Letras. Departamento de Filología Inglesa.
- Feuerstein, R.S; Falik, L.; and Feuerstein, Y.R.R. (2006). *The Feuerstein Instrumental Enrichment Program* (1<sup>st</sup> Edition). Jerusalem: Icelp Publications.
- Feuerstein. R.S.; and Hoffman. M.B. (1997). *Programa de Enriquecimiento Instrumental*. Jerusalem: HadassahWizo-Canadá- Research Institute.
- Fillippone, M. (1998). "Questioning at the Elementary Level." Unpublished master's thesis. Tom River, NJ: Kean University.
- Finke, R.A. (1989). *Principles of Mental Imagery*. Cambridge, MA: MIT Press.
- Finlinson, S.; Chen, P.; Haeggberg, D.; and Hanley, R. (2001). "Role of Emotional Intelligence in the Leader-member Exchange Relationship." Poster presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA. <[http://www.ergometrika.org/Volume\\_2/volume2\\_3.htm](http://www.ergometrika.org/Volume_2/volume2_3.htm)> [Accessed May 16, 2008].

- Fisher, L. (2008). *The Constitution and 9/11: Recurring Threats to America's Freedoms*. Lawrence, KN: University Press of Kansas.
- Fisher, L.; and Harriger, K.J. (2009). *American Constitutional Law: Volume Two, Constitutional Rights: Civil Rights and Civil Liberties* (8<sup>th</sup> Edition). Durham, NC: Carolina Academic Press.
- Fletcher, R. (1991). *Science, Ideology, and the Media*. New Brunswick, N.J.: Transaction.
- Flores, B. *et al.* (1985). *Bilingual Holistic Instructional Strategies*. Chandler, AZ: Exito.
- Forehand, M. (2005). "Bloom's Taxonomy: Original and Revised." In M. Orey (Ed.), *Emerging Perspectives on Learning, Teaching, and Technology*. <<http://projects.coe.uga.edu/epltt/>> [Accessed October 11, 2009].
- Forrest, D.W. (1974). *Francis Galton: The Life and Work of a Victorian Genius*. London: Elek.
- Fortune, T.W.; and Tedick, D.J. (Eds.) (2008). *Pathways to Multilingualism: Evolving Perspectives on Immersion Education*. Clevedon: Multilingual Matters.
- Foschi, R.; and Lombardo, G.P. (2006). "Lewinian Contribution to the Study of Personality as the Alternative to the Mainstream of Personality Psychology in the 20th Century." In J. Trempala; A. Pepitone; and B. Raven, *Lewinian Psychology*, 1, (pp. 86-98). Bydgoszcz: Kazimierz Wielki University Press.
- Fowler, T.W. (1975). "An Investigation of the Teacher Behavior of Wait-Time During an Inquiry Science Lesson." Paper presented at the annual meeting of the National Association for Research in Science Teaching, Los Angeles, CA.
- Fox, M.; and Horacek, J. (2008) *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever* (2<sup>nd</sup> Edition). Fort Washington, PA: Harvest Books.

- Franklin, G.; and Hixon, M.W. (1999). "Your Dialect Could Place You on the Wrong Side of the Intelligence Bell Curve." *The Negro Education Review*, 50 (3-4), pp. 89-100.
- French, J.E. (2000). "Itard, Jean-Marie-Gaspard." In A.E. Kazdin, (Ed.), *Encyclopedia of Psychology*. Oxford: Oxford University Press.
- Freudenthaler, H.H.; and Neubauer, A.C. (2005). "Emotional Intelligence: The Convergent and Discriminant Validities of Intra- and Interpersonal Emotional Abilities." *Personality and Individual Differences*, 39, pp. 569-579.
- Freudenthaler, H.H.; and Neubauer, A.C. (2007). "Measuring Emotional Management Abilities: Further Evidence of the Importance to Distinguish Between Typical and Maximum Performance." *Personality and Individual Differences*, 42, pp. 1561-1572.
- Frost, D.; and Wesley, F. (1988). "William Stern: An Historical Model of a Generalist." *Psychology: A Journal of Human Behavior*, 25 (3-4), pp. 9-13.
- Fuchs, D.; and Fuchs, L.S., (1997). "Peer-Assisted Learning Strategies: Making Classrooms More Responsive to Diversity." *American Educational Research Journal*, 34 (1), pp.174-206.
- Gall, F.J. (1809). *The Anatomy and Physiology of the Nervous System in General, and of the Brain in Particular*. Paris.
- Galton, F. (1869). *Hereditary Genius*. Londres: Macmillan.
- Galton, F. (1869/1892/1962). *Hereditary Genius: An Inquiry into Its Laws and Consequences*. London: Macmillan/Fontana.
- Galton, F. (1874). *English Men of Science*. Nueva York, NY: Appleton.
- Galton, F. (1883/1907/1973). *Inquiries into Human Faculty and Its Development*. New York, NY: AMS Press.

- García Garrido, M.I.; and Linde López, A. (2008). "Language in Learning and Intelligence." In A. Linde López; J. Santana Lario; and C.M. Wallhead Salway (Eds.), *Studies in honour of Neil McLaren: A Man for All Seasons*, (pp. 17-32). Granada: Universidad de Granada.
- García Madruga, J.A.; and Moreno Rios, S. (1998). *Conceptos Fundamentales de Psicología*. Madrid: Alianza Editorial S.A.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books.
- Gardner, H. (1993a). *Frames of Mind: The Theory of Multiple Intelligences*. New York, NY: Basic Books.
- Gardner, H. (1993b). *Multiple Intelligences: The Theory in Practice*. New York, NY: Basic Books.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York, NY: Basic Books.
- Gardner, H. (1999). "Are There Additional Intelligences? The Case for Naturalist, Spiritual, and Existential Intelligences." In J. Kane (Ed.), *Education, information, and transformation*, (pp. 111-131). Upper Saddle River, NJ: Prentice-Hall.
- Gardner, H. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York, NY: Basic Books.
- Gardner, H. (2003). "Three Distinct Meanings of Intelligence of Intelligence." In R.J. Sternberg; J. Lautrey; and T. Lubart (Eds.), *Models of Intelligence. International Perspectives*, (pp. 43-54). Washington, DC: American Psychological Association.
- Gargiulo, R.M. (2008). *Special Education in Contemporary Society: An Introduction to Exceptionality* (3<sup>rd</sup> Edition). Beverly Hills, CA: Sage Publications, Inc.
- Garí Campos, A. (2004). "El método Suzuki: ningún niño sin música." <<http://www.solohijos.com/html/articulo.php?idart=11>> [Accessed November 30, 2004].

- Garlick, D. (2002). "Understanding the Nature of the General Factor of Intelligence: The Role of Individual Differences in Neural Plasticity as an Explanatory Mechanism." *Psychological Review*, 109 (1), pp. 116-136.
- Garnham, A.; and Oakhill, J. (1996). *Manual de Psicología del Pensamiento*. Barcelona: Paidós.
- Gatenby, E.V. (1965). "Conditions for Success in Language Learning." In H.B. Allen (1965). *Teaching English as a Second Language*, (pp.43-48). New York, NY: McGraw-Hill, Inc.
- Gaynor, J.F. (1973). "The 'Failure' of J.M.G. Itard." *Journal of Special Education*, 7 (4), pp. 439-445.
- Gillham, N.W. (2001). *A Life of Sir Francis Galton: From African Exploration to the Birth of Eugenics*. Oxford: Oxford University Press.
- Goddard, H.H. (1912). *The Kallikak Family: A Study in the Heredity of Feeble-Mindedness*, New York, NY: Macmillan.
- Goddard, H.H. (1920). *Human Efficiency and Levels of Intelligence*. Princeton, NJ: Princeton University Press.
- Goleman, D. (1995). *Emotional Intelligence: Why it Can Matter More Than IQ*. London: Bloomsbury.
- Goleman, D. (1998). *La Práctica de la Inteligencia Emocional*. Barcelona: Kairós.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York, Toronto, London, Sydney, and Auckland: Bantam Books.
- Goleman, D. (2001). "Emotional Intelligence: Issues in Paradigm Building." In C. Cherniss; and D. Goleman (Eds.), *The Emotionally Intelligent Workplace* , (pp. 13-26). San Francisco, CA: Jossey-Bass.

- Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. New York, NY: Bantam Books.
- Goleman, D. (2009). "Emotional Intelligence." <<http://www.danielgoleman.info/blog/topics/emotional-intelligence/>> [Accessed October 23, 2008].
- Goleman, D. (2009). *Inteligencia Ecológica*. Barcelona: Kairós
- Goleman, D.; Boyatzis, R.E.; and McKee, A. (2001). *Primal Leadership*. Watertown, MA: Harvard Business Press.
- Gómez, A. (2004). Ciencias Sociales. Biografías: Binet, Alfred.  
<<http://www.aprendereninternet.com/index9.htm>> [Accessed September 26, 2008].
- Gómez, A. (2004). Ciencias Sociales. Biografías: Gall, Franz Joseph.  
<<http://www.aprendereninternet.com/index9.htm>> [Accessed September 26, 2008].
- Gómez, A. (2004). Ciencias Sociales. Biografías: Galton, Sir Francis.  
<<http://www.aprendereninternet.com/index9.htm>> [Accessed September 28, 2008].
- Gómez, A. (2004). Ciencias Sociales. Biografías: Madison Terman, Lewis.  
<<http://www.aprendereninternet.com/index9.htm>> [Accessed September 25, 2008].
- Gómez, A. (2004). Ciencias Sociales. Biografías: Wechsler, David.  
<<http://www.aprendereninternet.com/index9.htm>> [Accessed September 26, 2008].
- Good, C.; Aronson, J.; and Inzlicht, M. (2003). "Improving Adolescents' Standardized Test Performance: An Intervention to Reduce the Effects of Stereotype Threat." *Journal of Applied Developmental Psychology*; 24, pp. 643-662.
- Goodwin, D.K. (1991). *Lyndon Johnson and the American Dream*. New York, NY: St. Martin's Griffin.

- Gorlach, M. (1999). *English in Nineteenth Century England*. Cambridge: Cambridge University Press.
- Gorsuch, R.L. (1983). *Factor Analysis*. Hillsdale, NJ: Lawrence Erlbaum.
- Gorey, K. (1999). "The Bell Curve: Race, Socioeconomics Status, and Social Work." *Social Work*, 44 (6), pp. 586-589.
- Gould, J. S. and Gould, E. J. (2002). *Four Square: The Total Writing Classroom, Grades 5-9*. Dayton, OH: Lorenz Corporation.
- Gould, S.J. (1980). "Shades of Lamarck." In S.J. Gould, *The Panda's Thumb*, (pp. 65-71). New York, NY: W. W. Norton and Co.
- Gould, S. J. (1981). *The Mismeasure of Man*. New York: W.W. Norton and Co.
- Gould, S.J. (1996). *The Mismeasure of Man* (2<sup>nd</sup> Edition). New York: W.W. Norton and Co.
- Gray, T.S. (1996). *The Political Philosophy of Herbert Spence*. Aldershot: Avebury.
- Greenspan, S. (1981). "Defining Childhood Social Competence: A Proposed Working Model." In B.K. Keogh (Ed.), *Advances in Special Education*, 3, pp. 1-29. Greenwich, CT: JAI Press.
- Greenspan, S. (1981). "Social Competence and Handicapped Individuals: Practical Implications of a Proposed Model." In B.K. Keogh (Ed.), *Advances in Special Education*, 3, pp. 1-39. Greenwich, CT: JAI Press.
- Grigorenko, E.L.; and Sternberg, R.J. (2002). "Using Thinking Skills to Improve Vocabulary and Comprehension. The PACE Project." *Contemporary Educational Psychology*, 27, pp. 167-208.
- Grigorenko, E.L.; and Sternberg, R.J. (2002). *The General Factor of Intelligence: How General Is It?* Mahwah, NJ: Lawrence Erlbaum Associates.

- Grigorenko, E.L.; and Sternberg, R.J. (2009). *The General Factor of Intelligence: How General Is It?* (Kindle Edition). Amazon Digital Services.
- Groenewegen, P. (2003). *Classics and Moderns in Economics: Essays on Nineteenth and Twentieth Century Economic Thought*, Vol. 2. London: Routledge.
- Grossman, J.B.; and Kaufman, J.C. (2002) "Evolutionary Psychology: Promise and Perils." In R.J. Sternberg; and J.C. Kaufman. (Eds.), *The Evolution of Intelligence*, (pp. 9-26). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Guilford, J.P. (1960). *Structure of Intellect Model: Its Uses and Applications*. Los Angeles, CA: University of Southern California. Psychological Laboratory. Reports: Studies of Aptitudes of High-level Personnel.
- Guilford, J.P. (1967). *The Nature of Human Intelligence*. New York, NY: McGraw-Hill.
- Guttman, L. (1954). "A New Approach to Factor Analysis: The Radex." In P.F. Lazarsfeld (Ed.), *Mathematical Thinking in the Social Sciences*, (pp. 258-348). Glencoe, IL: The Free Press.
- Guttman, L. (1954). "An Outline of Some New Methodology for Social Research." *Public Opinion Quarterly*, 18, pp.
- Guttman, L. (1965). "A Faceted Definition of Intelligence." In R. Eiferman (Ed.), *Studies in Psychology. Scripta Hierosolymitana*, 14, pp. 166-181.
- Guttman, L. (1965). "The Structure of Interrelations among Intelligence Tests." *Invitational Conference on Testing Problems*, (pp. 25-36). Princeton, NJ: Educational Testing Service.
- Guzman, M. De (1987). *Aventuras Matemáticas*. Barcelona: Lábor.
- Guzman, M. De (1991). *Para Pensar Mejor*. Barcelona: Lábor.

- Hanley, J.E.B.; Herron, C.; and Cole, S.P. (1995). "Using Video as an Advance Organizer to a Written Passage in the ELES Classroom." *The Modern Language Journal*, 79 (1), pp. 57-66.
- Harnard, S.R.; Steklis, H.D.; and Lancaster, J. (Eds.) (1976). "Origin and Evolution of Language and Speech." *Annals of the New York Academy of Sciences*, 280, pp. 349-356. New York, NY: New York Academy of Sciences.
- Haslam, L.; Wilkin, Y.; and Kellet, E. (2006). *English as an Additional Language: Key Features of Practice*. London: David Fulton Publish.
- Hayes, J.; and Flower, L. (1980). "Identifying the Organization of Writing Processes." In L.W. Gregg; and E.R. Steinberg (Eds.), *Cognitive Processes in Writing*, (pp. 3-30). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Hazlett, T.W. (1995). "Ding Dong". *Reason*, 26 (8), pp. 65-66.
- Hearnshaw, L. (1979). *Cyril Burt: Psychologist*. Ithaca, NY: Cornell University Press.
- Heath, S.B. (1981). "English in Our Language Heritage." In C.A. Ferguson; and S.B. Heath (Eds.), *Language in the U.S.A.*, (pp.6-20). Cambridge: Cambridge University Press.
- Hebb, D. (1949). *The Organization of Behavior*. New York, NY: Wiley.
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- Hedge, T. (1992). *Writing*. Oxford: Oxford University Press.
- Heider, F. (1958). *The Psychology of Interpersonal Relations*. New York, NY: John Wiley and Sons.

- Helot, A.M.; and De Mejia, A.M. (Eds.) (2008). *Forging Multilingual Spaces: Integrated Perspectives on Majority and Minority Bilingual Education*. Clevedon: Multilingual Matters.
- Henning, M. (2008). *Students' Motivation to Learn, Academic Achievement, and Academic Advising*. Berlin: VDM Verlag Dr. Mueller e.K.
- Hergenhahn, B.R. (2008). *An Introduction to the History of Psychology* (6<sup>th</sup> Edition). Florence, KY: Wadsworth Publishing.
- Herrnstein, R.J.; and Murray, C. (1994). *The Bell Curve. Intelligence and Class Structure in American Life*. New York, NY: The Free Press.
- Herrell, A.; and Jordan, M. (2004). *Fifty Strategies for Teaching English Language Learners* (2<sup>nd</sup> Edition). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Herron, C. (1994). "An Investigation of the Effectiveness of Using an Advance Organizer to Introduce Video in the Foreign Language Classroom." *The Modern Language Journal*, 78 (2), pp. 190-198.
- Herron, C.; York, H.; Cole, S.P.; and Linden, P. (1998). "A Comparison Study of Student Retention of Foreign Language Video: Declarative Versus Interrogative Advance Organizer." *The Modern Language Journal*, 82 (2), pp. 237-247.
- Heyman, G.D.; and Dweck, C.S. (1992). "Achievement Goals and Intrinsic Motivation: Their Relation and Their Role in Adaptive Motivation." *Motivation and Emotion*, 16, pp. 231-247.
- Hibbing, A.; and Rankin-Erickson, J.L. (2003). "A Picture is Worth a Thousand Words: Using Visual Images to Improve Comprehension for Middle School Readers." *The Reading Teacher*, 56 (8), pp. 758-770.
- Hilgard, E.R. (1965). "Robert Mearns Yerkes, May 26, 1876--February 3, 1956." *Biographical Memoirs. National Academy of Sciences (U.S.)*, 38, pp. 385-425.

- Hill, J.D.; and Flynn, K.M. (2006). *Classroom Instruction That Works with English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Holman, T. (2006). "Developmental Theory".  
<<http://www.tomholman.com/developm.htm>> [Accessed October 15, 2009].
- Hong, Y.Y.; Chiu, C.Y.; Dweck, C.S.; Lin, D.M.S.; and Wan, W. (1999). "Implicit Theories, Attributions, and Coping: A Meaning System Approach." *Journal of Personality and Social Psychology*, 77, pp. 588-599.
- Horn, J.L.; and Cattell, R.B. (1966). "Refinement and Test of the Theory of Fluid and Crystallized Intelligence." *Journal of Educational Psychology*, 57, pp. 253-270.
- Howatt, A.P.R.; and Widdowson, H.G. (2004). *Oxford Applied Linguistics: A history of English Language Teaching* (2<sup>nd</sup> Edition). Oxford: Oxford University Press.
- Hudelson, S. (1986). "Children's Writing in ESL: What We've Learned, What We're Learning." In P. Rigg; and D.S. Enright (Eds.), *Children and ESL: Integrating Perspectives*, (pp. 25-54). Washington, DC: Teachers of English to Speakers of Other Languages.
- Hudelson, S. (1988). *Children's Writing in ESL. Eric Digest*. Washington DC: ERIC Clearinghouse on Languages and Linguistics. <<http://www.ericdigests.org/pre-9210/writing.htm>> [Accessed January 17, 2010].
- Hughes, A. (1993). *Testing for Language teachers*. Cambridge: Cambridge University Press. 5<sup>th</sup> Edition
- Humphrey, G. (1962). "Introduction." In J.M.G. Itard, *The Wild Boy of Aveyron*, (English translation, introduction and footnotes). New York, NY: Appleton-Century-Crofts.

Illinois State Board of Education (ISBE.net). < <http://www.isbe.state.il.us/>>.

Irvine, P. (1986). "Sir Francis Galton (1822-1911)." *Journal of Special Education*, 20 (1).

Ivcevic, Z.; Brackett, M.A.; and Mayer, J.D. (2007). "Emotional Intelligence and Emotional Creativity." *Journal of Personality*, 75, pp. 199-235. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2007%20Ivcevic%20Creativity.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2007%20Ivcevic%20Creativity.pdf)> [Accessed September 26, 2008].

Janovics, J.; and Christansen, N. (2001). "Emotional Intelligence in the Workplace." Poster presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.

Jatta, S. (2002). "23° Curso-seminario Internacional de Estudios sobre la Formación Profesional y la Enseñanza en el Sector de la Agricultura." International Fund of Agricultural Development (FAO), Roma, Italia. <[http://www.ciea.ch/documents/s02\\_jatta\\_e.pdf](http://www.ciea.ch/documents/s02_jatta_e.pdf)> [Accessed May 17, 2008]

Jencks, C. (1979). *Who Gets Ahead? The Determinants of Economic Success in America*. New York, NY: Basic Books.

Jensen, A.R. (1969). "How Much Can We Boost I.Q. and Scholastic Achievement?" *Harvard Educational Review*, 33, pp. 1-123.

Jensen, A.R. (1969). "Intelligence, Learning Ability and Socioeconomic Status." *Journal of Special Education*, 3 (1), pp. 23-25.

Jensen, A.R. (1972). *Genetics and Education*. New York, NY: Harper and Row.

Jensen, A.R. (1981). *Straight Talk About Mental Tests*. New York, NY: Free Press.

- Jensen, A.R. (1998). "The *g* factor and the design of education." In R. J. Sternberg; and W.M. Williams (Eds.), *Intelligence, Instruction, and Assessment: Theory into Practice*, (pp. 111-131). Mahwah, NJ: Lawrence Erlbaum.
- Jensen, A.R. (1998). *The g Factor: The Science of Mental Ability*. Westport, CN: Praeger.
- Jensen, A.R. (2002). "Galton's Legacy to Research on Intelligence." *Journal of Biosocial Science*, 34, pp. 145-172.
- Jerison, A. (1973). *Evolution of the Brain and Intelligence*. New York, NY: Academic Press.
- Johnson, D.W. (1970). *Social Psychology of Education*. Edina, MN: Interaction Book Company.
- Johnson, D.W.; and Johnson, F.P (1991). *Joining Together: Group Theory and Group Skills* (4<sup>th</sup> Edition). Englewood Cliffs, NJ: Prentice Hall.
- Johnson, D.W.; and Johnson, F.P. (2000). *Joining Together: Group Theory and Group Skills* (7<sup>th</sup> edition). Boston, MA: Allyn and Bacon.
- Johnson, D.W.; and Johnson, R.T. (1974). "Instructional Goal Structure: Cooperative, Competitive, or Individualistic." *Review of Educational Research*, 44, pp. 213-240.
- Johnson, D.W.; and Johnson, R.T. (1978). "Cooperative, Competitive, and Individualistic Learning." *Journal of Research and Development in Education*, 12, pp. 8-15.
- Johnson, D.W.; and Johnson, R.T. (1983). "The Socialization and Achievement Crisis: Are Cooperative Learning Experiences the Solution." In L. Hickman (Ed.), *Applied social psychology annual*, 4, pp. 119-164. Beverly Hills, CA: Sage Publications.

- Johnson, D.W.; and Johnson, R.T. (1987). *Learning Together and Alone, Cooperative, Competitive, and Individualistic Learning* (2<sup>nd</sup> Edition). Englewood Cliffs, NJ: Prentice Hall.
- Johnson D.W.; and Johnson, R.T. (1989). *Cooperation and Competition: Theory and Research*. Edina, MN: Interaction Book Company.
- Johnson, D.W.; and Johnson, R.T.. (1989). *Leading the Cooperative School*. Edina, MN: Interaction Book Company.
- Johnson, D.W.; and Johnson R.T.. (1991). *Learning Together and Alone: Cooperation, Competition, and Individualization* (3<sup>rd</sup> Edition). Engkwood Cliffs, NJ: Prentice Hall.
- Johnson, D.W.; and Johnson, R.T. (1994). "An Overview of Cooperative Learning." In J. Thousand; A. Villa; and A. Nevin (Eds), *Creativity and Collaborative Learning*, (pp. 31-43). Baltimore, MD: Brookes Press. <<http://www.co-operation.org/pages/overviewpaper.html>> [Accessed December 8, 2009].
- Johnson, D.W.; and Johnson, R.T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Boston, MA: Allyn and Bacon.
- Johnson, D.W.; Johnson, R.T.; and Holubec, E. (1998). *Cooperation in the Classroom*. Boston, MA: Allyn and Bacon.
- Johnson, D.W.; Johnson, R.T.; and Smith, K.A. (1998). *Active Learning: Cooperation in the College Classroom* (2<sup>nd</sup> Edition). Edina, MN: Interaction Book Co.
- Johnson, P.R.; and Indvik, J. (1999). "Organizational Benefits of Having Emotionally Intelligence Managers and Employees." *Journal of Workplace Learning*, 11, pp. 84-88.
- Jonassen, D.H.; and Grabowski, B.L. (1993). *Handbook of Individual Differences, Learning ad Instruction*. Hillsdale, NJ: Lawrence Erlbaum.
- Jones, G. (1980). *Social Darwinism and English Thought*. Brighton, SX: Harvester.

- Joritz-Nakagawa, J. (2009). "Spencer Kagan's Cooperative Learning Structures." *2<sup>nd</sup> Peace as a Global Language Conference Proceedings and Supplements*. <<http://jalt.org/pansig/PGL2/HTML/Nakagawa.htm>> [Accessed October 12, 2009].
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers.
- Kagan, S.; and Kagan, M. (1998). *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Resources for Teachers.
- Kamins, M.; and Dweck, C.S. (1999). "Person vs. Process Praise and Criticism: Implications for Contingent Self-Worth and Coping." *Developmental Psychology*, 35, pp. 835-847.
- Kane, H.; and Oakland, T.D. (2000). "Secular Declines in Spearman's *g*: Some Evidence from the United States." *Journal of Genetic Psychology*, 161, pp. 337-345.
- Kaplan, R.M.; and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications, and Issues*. Belmont, CA: Thomson Wadsworth.
- Kaufman, M. (1968). "Will Instruction in Reading Spanish Affect Ability in Reading English?" *Journal of Reading*, 11, pp. 521-527.
- Kemper, D.; Sebranek, P.; and Meyer, V. (2006). *Write Source: Teacher's Edition*. Willmington, MA: Great Source Education Group.
- Kennedy, J.G. (1978). *Herbert Spencer*. Boston. MA: Twayne Publishers.
- Kern, D.E. (2006). *CliffsTestPrep Praxis II: Principles of Learning and Teaching*. New York, NY: Cliffs Notes.
- King, A. (1997). "Ask to Think –Tell Why: A Model of Transactive Peer Tutoring for Scaffolding Higher Level Complex Learning." *Educational Psychologist*, 32 (4), pp. 221-235.

- King, A. (1998). "Transactive Peer Tutoring: Distributing Cognition and Metacognition." *Educational Psychology Review*, 10 (1), pp. 57-74.
- Kirby, E.; and McDonald, J. (2009). *Engage Every Student: Motivation Tools for Teachers and Parents*. Minneapolis, MN: Search Institute Press.
- Klesmer, H. (1994). "Assessment and Teacher Perceptions of ESL Student Achievement." *English Quarterly*, 26 (3), pp. 5-11.
- Klopfer, E. (2008). *Augmented Learning: Research and Design of Mobile Educational Games*. Cambridge, MA: The MIT Press.
- Kloss, H. (1977). *The American Bilingual Tradition*. Rowley, MA: Newbury House.
- Kloster, A.M.; and Winne, P.H. (1989). "The Effects of Different Types of Organizers on Students' Learning from Text." *Journal of Educational Psychology*, 81, pp. 9-15.
- Koch, R. (1998). *The 80/20 Principle: The Secret of Achieving More with Less*. New York, NY: Bantam Doubleday Dell Publishing.
- Kolitch, E.R.; and Brody, L.E. (1992). "Mathematics Acceleration of Highly Talented Students: An Evaluation." *Gifted Child Quart*, 36, pp. 78-85.
- Krashen, S. D. (1983). "Applications of Psycholinguistic Research to the Classroom." In C.J. James (Ed.), *Practical Applications of Research in Foreign Language Teaching*, (pp. 51-66). Lincolnwood, IL: National Textbook Company.
- Krashen, S.D. (1985). *Inquiries and Insights: Second Language Teaching: Immersion and Bilingual Education, Literacy*. Hayward, CA: Alemany Press.
- Krashen, S.D. (1987). *Principles and Practice in Second Language Acquisition*. New York, NY: Prentice-Hall International,

- Krashen, S.D. (1988). *Second Language Acquisition and Second Language Learning*. New York, NY: Prentice-Hall International.
- Krashen, S.D. (2003). *Explorations in Language Acquisition and Use*. Portsmouth, NH: Heinemann.
- Krashen, S.D.; and Terrell, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon.
- Kreeft, J. *et al.* (Eds.) (1984). "Dialogue Journal Writing: Analysis of Student-teacher Interactive Writing in the Learning of English as a Second Language." National Institute of Education (NIE-G-83-0030). Washington, DC: Center for Applied Linguistics.
- Kreppner, K. (1992). "William L. Stern, 1871-1938: A Neglected Founder of Developmental Psychology." *Developmental Psychology*, 28 (4), pp. 539-547.
- Lamiell, J.T.; and Deutsch, W. (2000). "In the Light of a Star: An Introduction to William Stern's Critical Personalism." *Theory and Psychology*, 10 (6), pp. 715-730.
- Lanier, M.M.; and Stuart H. (2004). *Essential Criminology* (2<sup>nd</sup> Edition). Boulder, CO: Westview Press.
- Lannon, M. (2008). *The Writing Process: A Concise Rhetoric, Reader, and Handbook*. (10<sup>th</sup> Edition). New York, NY: Longman.
- Larson, G. (1994). "Armed Services Vocational Aptitude Battery." In R.J. Sternberg (Ed.), *Encyclopedia of Intelligence*, 1, pp. 121-124. New York, NY: Macmillan.
- Lave, J. (1988). *Cognition in Practice: Mind, Mathematics, and Culture in Everyday Life*. Cambridge: Cambridge University Press.

- Lavin, D.E. (1965). *The Prediction of Academic Performance*. New York, NY: Russell Sage Foundation.
- Lavoie, R. (2007). *The Motivation Breakthrough: 6 Secrets to Turning on the Yuned-Out Child* (1<sup>st</sup> Edition). New York, NY: Touchstone.
- Lee, K. (1996). "A Study of Teacher Responses Based on Their Conceptions of Intelligence." *Journal of Classroom Interaction*, 31 (2), 1-12.
- Leibowitz, A.H. (1971). *Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools*. Washington, DC: Center for Applied Linguistics.
- Lengel, T.; and Kuczala, M.S. (2010). *The Kinesthetic Classroom: Teaching and Learning Through Movement*. Thousand Oaks, CA: Corwin Press.
- Lessow-Hurley, J. (1990). *The Foundations of Dual Language Instruction*. White Plains, NY: Longman.
- Leuner, B. (1966). "Emotional Intelligence and Emancipation." *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 15 (6), pp. 196-203.
- Levy, S.R.; and Dweck, C.S. (1999). "Children's static vs. dynamic person conceptions as predictors of their stereotype formation." *Child Development*, 70, pp. 1163-1180.
- Levy, S.; Plaks, J.E.; and Dweck, C.S. (1999). "Modes of social thought: Implicit theories and social understanding." In S. Chaiken; and Y. Trope (Eds.), *Dual process models in social psychology*, (pp. 179-202). New York, NY: Guilford Press.
- Lightbown, P.; and Spada, N. (2006). *How Languages Are Learned* (2<sup>nd</sup> Edition). Oxford: Oxford University Press.
- Linde López, A. (2007) "La dificultad del Inglés en la Enseñanza Secundaria a través de la auto-evaluación" in Martínez-Cabeza, M.A., McLaren, N. and Quereda Rodríguez-

- Navarro, L. (Eds.) *Estudios en Honor de Rafael Fuente Gómez*. (pp. 363 – 376). Granada: Editorial Universidad de Granada.
- Lindley, D. (1993). *This Rough Magic*. Westport, CN: Bergin and Garvey.
- Lipman, M.; Sharp. A.M.; and Oscanyan, F.S. (1975). *Instructional Manual to Accompany "Harry Stottlemeier's Discovery."* Upper Montclair, NJ: Montclair State College: Institute for the Advancement of Philosophy for Children.
- Lipman, M.; Sharp. A.M. (1984). *En Busca del Sentido: Manual del Profesor para Acompañar a Mark*. Madrid: Ediciones de la Torre.
- Lipman, M.; Sharp. A.M.; and Oscanyan, F.S. (1988). *Philosophy Goes to School*. Filadelfia, PA: Temple University Press.
- Loar, B. (2003). "Phenomenal Intentionality as the Basis of Mental Content." In M. Hahn; and B. Ramberg (Eds.), *Reflections and Replies: Essays on the Philosophy of Tyler Burge*, (pp. 165-200). Cambridge, Mass: MIT Press.
- Loarer, E. (2003). "Cognitive Training for Individuals with Deficits." In R.J. Sternberg; J. Lautrey; and T.I. Lubart (Eds), *Models of Intelligence. International Perspectives*, (pp. 243-260). Washington, DC: American Psychological Association.
- Lu, M.-Z.; and Horner, B. (2008). *Writing Conventions*. New York, NY: Longman Pearson.
- Lubinski, D.; and Humphreys, L.G. (1997). "Incorporating General Intelligence into Epidemiology and the Social Sciences." *Intelligence*, 24, pp. 159-201.
- Lynott, D.J.; and Wolfolk, A.E. (1994). "Teachers' Implicit Theories of Intelligence and Their Educational Goals." *Journal of Research and Development in Education*, 27(Summer), pp. 253-264.

- Madrid, D. (2002). "The Power of the FL Teacher's Motivational Strategies." *Cauce*, 25, pp. 369-422.
- Malterer, M.B.; Glass, S.J.; and Newman, J.P. (2008). "Psychopathy and Trait Emotional Intelligence." *Personality and Individual Differences*, 44, pp. 735-745.
- Mangels, J.A.; Butterfield, B.; Lamb, J.; Good, C.; and Dweck, C.S. (2006). "Why Do Beliefs about Intelligence Influence Learning Success? A Social Cognitive Neuroscience Model." *Social, Cognitive and Affective Neuroscience* 1 (2), pp. 75-86.
- Marks, A. (2005). "Cracking the Kindergarten Code." *New York Magazine*. <<http://nymag.com/nymetro/urban/education/features/15141/index3.html>> [Accessed October 21, 2009].
- Marshall, J.C. (2008). *Overcoming Student Apathy: Motivating Students for Academic Success*. Lanham, MD: Rowman and Littlefield Education.
- Martin, A.; and Volkmar, F.R. (Eds.) (2007). *Lewis's Child and Adolescent Psychiatry: A Comprehensive Textbook* (4<sup>th</sup> Edition). New York, NY: Lippincott Williams and Wilkins.
- Martín, E. (1993). *Leer para Comprender y Aprender: Programa de Comprensión de Textos*. Madrid: CEPE.
- Marzano, R.J.; Pickering, D.J.; and Pollock, J.E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Matthews, G.; Zeidner, M.; and Roberts, R. (2003). *Emotional Intelligence: Science and Myth* (Illustrated Edition). Boston, MA: The MIT Press.
- Mavroveli, S.; Petrides, K.V.; Sangareau, Y.; and Furnham, A. (2009). "Relating Trait Emotional Intelligence to Objective Socioemotional Outcomes in Childhood."

- British Journal of Educational Psychology*, 79, pp. 259-272.  
<<http://www.psychometriclab.com/admins/files/Trait%20EI%20-%20BJEP.pdf>>  
[Accessed September 26, 2008].
- Mayer, J.D. (1999). "Emotional Intelligence: Popular or Scientific Psychology?" *APA Monitor*, 30, 50. [*Shared Perspectives* column] Washington, D.C.: American Psychological Association. <<http://www.apa.org/monitor/sep99/sp.html>> [Accessed October 17, 2009].
- Mayer, J.D. (2006). "A New Field Guide to Emotional Intelligence." In J.P. Ciarrochi; P. Forgas; and J. D. Mayer (Eds.), *Emotional Intelligence and Everyday Life*, (2<sup>nd</sup> Edition), (pp. 3-26). New York, NY: Psychology Press. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2006Mayer%20Chapter%201%20Revised%20Field%20Guide.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2006Mayer%20Chapter%201%20Revised%20Field%20Guide.pdf)> [Accessed October 17, 2009].
- Mayer, J.D.; Barsade, S.G.; and Roberts, R.D. (2008). "Human Abilities: Emotional Intelligence." *Annual Review of Psychology*, 59, 507-536. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2008AMayerRobertsBarsadeNearFinalLessFigs.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2008AMayerRobertsBarsadeNearFinalLessFigs.pdf)> [Accessed on October 17, 2009].
- Mayer, J.D.; and Belz, C. M. (1998). "Socialization, Society's "Emotional Contract," and Emotional Intelligence." *Psychological Inquiry*, 9, pp. 300-303. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1998MayerBelz.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1998MayerBelz.pdf)> [Accessed on October 17, 2009].
- Mayer, J.D.; Caruso, D.; and Salovey, P. (1999). "Emotional Intelligence Meets Traditional Standards for Anintelligence." *Intelligence*, 27, pp. 267-298.
- Mayer, J.D.; and Ciarrochi, J. (2006). "Clarifying Concepts Related to Emotional Intelligence: A Proposed Glossary." In J. Ciarrochi; J.P. Forgas; and J.D. Mayer (Eds.), *Emotional Intelligence and Everyday Life* (2<sup>nd</sup> Edition), pp. (261-267). New York., NY: Psychology Press. <[http://www.unh.edu/emotional\\_intelligence/EI%20](http://www.unh.edu/emotional_intelligence/EI%20)

[Assets/Reprints...EI%20Proper/EI2006MayerCiarrochi%20EI%20Glossary.pdf](#)>

[Accessed October 17, 2009].

Mayer, J.D.; and Geher, G. (1996). "Emotional Intelligence and the Identification of Emotion." *Intelligence*, 22, pp. 89-113. <<http://www.unh.edu/emotionalintelligence/EI%20Assets/Reprints...EI%20Proper/EI1996MayerGeher.pdf>> [Accessed October 15, 2009].

Mayer, J.D.; and Mitchell, D.C. (1998). "Intelligence as a Subsystem of Personality: From Spearman's *g* to Contemporary Models of Hot-processing." In W. Tomic; and J. Kingma (Eds), *Advances in Cognition and Educational Practice (Volume 5: Conceptual issues in research in intelligence)*, (pp. 43-75). Greenwich, CT: JAI Press. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1998MayerMitchell.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1998MayerMitchell.pdf)> [Accessed October 17, 2009].

Mayer, J.D.; and Salovey, P. (1993). "The Intelligence of Emotional Intelligence." *Intelligence*, 17, pp. 433-442.

Mayer, J.D.; and Salovey, P. (1995). "Emotional Intelligence and the Construction and Regulation of Feelings." *Applied and Preventive Psychology*, 4, pp. 197-208. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1995andConstructionandReg.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1995andConstructionandReg.pdf)> [Accessed October 15, 2009].

Mayer, J.D.; and Salovey, P. (1997). "What Is Emotional Intelligence?" In P. Salovey; and D. Sluyter (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, (pp. 3-31). New York, NY: Basic Books. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1997MSWhatIsEI.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1997MSWhatIsEI.pdf)> [Accessed October 15, 2009].

Mayer, J.D.; Salovey, P.; and Caruso, D.R. (2000). "Models of Emotional Intelligence." In R. J. Sternberg (Ed.), *Handbook of Intelligence*, (pp. 396-420). Cambridge: Cambridge University Press.

[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2000ModelsSternberg.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2000ModelsSternberg.pdf) [Accessed October 16, 2009].

Mayer, J.D.; Salovey, P.; and Caruso, D.R. (2008). "Emotional Intelligence: New Ability or Eclectic Traits?" *American Psychologist*, 63, pp. 503-517. [http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/RP2008-MayerSaloveyCarusob.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/RP2008-MayerSaloveyCarusob.pdf) [Accessed October 17, 2009].

Mayer, R. (2003). *Learning and Instruction*. Upper Saddle Creek, NJ: Pearson Education, Inc.

McBrewster, J.; Miller, F.P.; and Vandome, A.F. (2009). *Motivation: Motivation. Drive Theory, Cognitive Dissonance, Maslow's Hierarchy of Needs, Frederick Herzberg, Self-Efficacy, Equity Theory, Expectancy Theory*. Beau Bassin: Alphascript Publishing.

McDevitt, T. M.; and Ormrod J.E. (2007). *Child Development and Education*, Upper Saddle River, NJ: Pearson Education, Inc.

McGrew, K.S.; Flanagan, D.P.; Keith, T.Z.; and Vanderwood, M. (1997). "Beyond g: The Impact of Gf–Gc Specific Cognitive Abilities Research on the Future Use and Interpretation of Intelligence Tests in the Schools." *School Psychology Review*, 26, pp. 189-210.

McGuire, F. (1994). "Army Alpha and Beta Tests of Intelligence." In R.J. Sternberg (Ed.), *Encyclopedia of Intelligence*, 1, pp. 125-129. New York, NY: Macmillan.

McKellar, P. (1957). *Imagination and Thinking*. London: Cohen and West.

McLaughlin, B. (2000). "Second Language Learning Revisited: The Psycholinguistic Perspective." In A. Healy; and L. Bourne (Eds.), *Foreign Language Learning*, (pp. 399-412). Mahwah, NJ: Erlbaum.

- McLaughlin, B. *et al.* (2000). "Theory of Second Language Learning and Teaching." In J. L. Mey (Ed.), *Concise Encyclopedia of Pragmatics*. Oxford: Elsevier Science.
- McMahon, C.E. (1973). "Images as Motives and Motivators: A Historical Perspective." *American Journal of Psychology*, 86, pp. 465-90.
- Meece, J. L.; Blumenfeld, P.; and Hoyle, R. (1988). "Students' Goal Orientations and Cognitive Engagement in Classroom Activities." *Journal of Educational Psychology*, 80, pp. 514-523.
- Mentis, M.; and Dunn-Bernstein, M. (2007). *Mediated Learning: Teaching, Tasks, and Tools to Unlock Cognitive Potential*, (2<sup>nd</sup> Edition). Thousand Oaks, CA: Corwin Press.
- Mentis, M.; Dunn-Bernstein, M.; Mentis, M.; and Skuy, M. (Eds.) (2009). *Bridging Learning: Unlocking Cognitive Potential In and Out of the Classroom*, (2<sup>nd</sup> Edition). Thousand Oaks, CA: Corwin Press.
- Meyers, B. (1996). "The Bell Curve and the New Social Darwinism." *Science and Society* 60 (2), pp. 195-204.
- Miller, E.M. (1996). "The g Factor: The Book and the Controversy." *The Journal of Social, Political, and Economic Studies*, 21 (2), pp. 221-232.
- Minton, H.L. (1998). Commentary on: "New Methods for the Diagnosis of the Intellectual Level of Subnormals" A. Binet and T. Simon (1905) and "The Uses of Intelligence Tests" L.M. Terman (1916). *Classics in the History of Psychology*. <<http://psychclassics.asu.edu/Terman/intro.htm>> [Accessed November 20, 2005].
- Mitchell, R.; and Myles, F. (2004). *Second Language Learning Theories*, (2<sup>nd</sup> Edition). London: Hodder Arnold.
- Moats, L.C. (1995). *Spelling, Development, Disability, and Instruction*. Baltimore: York Press.

- Moore, M.M.; and Casa de Calvo, M.P. (2007). "Social Connectivity: How the Brain Helps to Shape Interactions." *Journal of Scientific Psychology*, (pp. 31-33). <[http://psyencelab.com/images/Social\\_Connectivity\\_How\\_the\\_Brain\\_Helps\\_to\\_Shape\\_Interactions.pdf](http://psyencelab.com/images/Social_Connectivity_How_the_Brain_Helps_to_Shape_Interactions.pdf)> (Accessed December 9, 2008)
- Mueller, D.D. (1973). "Teacher Questioning Practices in Reading." *Reading World*, 12 (2), pp. 136-145. <[http://www.reading.org/resources/issues/report/learning\\_standards.html](http://www.reading.org/resources/issues/report/learning_standards.html)> [Accessed February 9, 2008].
- Mueller, C.M.; and Dweck, C.S. (1998). "Intelligence Praise Can Undermine Motivation and Performance." *Journal of Personality and Social Psychology*, 75, pp. 33-52.
- Mugny G.; and Doise, W. (1983). *La Construcción Social de la Inteligencia*. Mexico: Trillas.
- Muñoz-Sandoval, A.F.; Cummins, J.; Alvarado, C.G.; and Ruef, M.L. (1998). *Bilingual Verbal Ability Tests, Comprehensive Manual*. Itasca, IL: Riverside Publishing.
- Murray, C. (1995). "The Bell Curve' and Its Critics." *Commentary*, 99 (5), pp. 23.
- Murray, H.A.; and Kluckhohn, C. (1953). *Personality in Nature, Society, and Culture*. New York, NY: Knopf.
- National Education Association's (NEA) (1918). "Cardinal Principles of Secondary Education" (A report of the Commission the Reorganization of the Secondary Education). Washington: Government Printing Office Whashington. <<http://tmh.floonet.net/articles/cardprin.html>> [Accessed October 10, 2008].
- Neisser, U. (1998). *The Rising Curve*. Washington, DC: American Psychological.
- Neves, A. (2009). *From ESL Students to Bilingual/Esol Teachers--A Journey: The Pedagogical Experiences of Non-native English Speaker Pre-service Teachers in a Bilingual/Tesol Program*. Saarbrücken: VDM Verlag.

- Newbern, D.; Dansereau, D.F.; Patterson, M.E; and Wallace, D.S. (1994). "Toward a Science of Cooperation." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Newsome, S.; Day, A.L.; and Catano, V.M. (2000). "Assessing the Predictive Validity of Emotional Intelligence." *Personality and Individual Differences*, 29, pp. 1005-1016.
- Nicholson-Nelson, K. (1998). *Developing Students' Multiple Intelligences*. New York, NY: Scholastic.
- Nickerson. R.S. *et al.* (1987). *Enseñar a Pensar*. Madrid: Paidós.
- Nickerson, R.S.; Perkins, D.N.; and Smith, E.E. (1987). *Enseñar a Pensar: Aspectos de la Aptitud Intelectual*. Barcelona: Paidós.
- Nielsen, F. (1995). "Book Reviews - The Bell Curve: Intelligence and Class Structure in American Life by Richard Herrnstein and Charles Murray". *Social Forces*, 74, (1), pp. 337-342).
- Nussbaum, A.D.; and Dweck, C.S. (2007). "Defensiveness vs. remediation: Self-theories and modes of self-esteem maintenance." *Personality and Social Psychology Bulletin*, 36 (3), pp. 283-296.
- Nyborg, H. (2003). *The Scientific Study of General Intelligence: Tribute to Arthur Jensen*. London: Pergamon.
- Olson, D.R. (1996). "Toward a Psychology of Literacy: on the Relations Between Speech and Writing." *Cognition*, 60, pp. 83-104.
- Olson, J.; and Platt, J. (2000). "The Instructional Cycle." *Teaching Children and Adolescents with Special Needs*, (pp. 170-197). Upper Saddle River, NJ: Prentice-Hall, Inc.

- Olson, K.; Banaji, M.; Dweck, C.S.; and Spelke, E. (2006). "Children's Biased Evaluations of Lucky vs, Unlucky People and Their Social Groups." *Psychological Science*, 17, pp. 845.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Arnold.
- Ortega, L. (2010). *Second Language Acquisition. Critical Concepts in Linguistics*. London: Routledge.
- Padilla, A.M.; Lindholm, K.J.; Durh, R.; Hakuta, K.; Lambert, W.; and Tucker, G.R. (1991). "The English-only Movement. Myths, Reality, and Implications for Psychology." *American Psychology Association*, 46 (2), pp. 120-130.
- Page, R. (2001). "Emotional Intelligence: How Does It Relate to Managerial Effectiveness?" Paper presented at the Annual Conference of the Society for Industrial and Organizational Psychology, San Diego, CA.
- Paivio, A. (1986). *Mental Representations: A Dual Coding Approach*. Oxford: Oxford University Press.
- Palacios, N. (2000). *Temas de Negociación: ¿Qué es la Teoría de Juegos?* <<http://www.negoziacion.org/index.html>> [Accessed October 19, 2008].
- Parra, J. (2004). Conferencia : "Virtud Intelectiva y Mérito Escolar." <<http://www.notaseducativas.com/proyctocometa/conferencia1.htm>> [Accessed February 9, 2008].
- Paxton, N.L. (1991). *George Eliot and Herbert Spencer: Feminism, Evolutionism, and the Reconstruction of Gender*. Princeton, NJ: Princeton University Press.

- Payne, W.L. (1985). *A Study of Emotion: Developing Emotional Intelligence; Self-integration; Relating to Fear, Pain and Desire*. Cincinnati, OH: PhD thesis, The Union Institute.
- Pearson, K. y Moul, M. (1925). "The Problem of Alien Immigration of Great Britain Illustrated by an Examination of Russian and Polish Jewish Children." *Annals of Eugenics Association*, (now, *Annals of Human Genetics*) 1, pp. 1-128.
- Peal, E.; and Lambert, W. (1962). "The Relationship of Bilingualism to Intelligence." *Psychological Monographs*, 76 (27), pp. 1-23.
- Peel, J.D.Y. (1971). *Herbert Spencer: The Evolution of a Sociologist*. London: Heinemann.
- Perez, B. (2003). *Becoming Biliterate: A Study of Two-Way Bilingual Immersion Education*. Mahway, NJ: Erlbaum Associates.
- Perez Cañado, M.L. (2002). "The Effects of Explicit Spelling Instruction on the Orthographic Performances of Spanish Students in the Third Cycle of Primary Education: Diagnosis, Development, and Durability." Tesis Doctoral. Universidad de Granada. Facultad de Filosofía y Letras. Departamento de Filología Inglesa.
- Perret-Clermont, A.N. (1984). *La Construcción de la Inteligencia en la Interacción Social*. Madrid: Aprendizaje Visor.
- Persky, J. (1995). "Retrospectives: The Ethology of Homo Economicus." *The Journal of Economic Perspectives*, 9 (2), pp. 221-231.
- Petrides, K.V.; Frederickson, N.; and Furnham, A. (2004). "The Role of Trait Emotional Intelligence in Academic Performance and Deviant Behavior at School." *Personality and Individual Differences*, 36, pp. 277-293.
- Petrides, K.V.; and Furnham, A. (2000). "On the Dimensional Structure of Emotional Intelligence." *Personality and Individual Differences*, 29, pp. 313-320.

- Petrides, K.V.; and Furnham, A. (2001). "Trait Emotional Intelligence: Psychometric Investigation with Relevance to Established Trait Taxonomies." *European Journal of Personality*, 15, pp. 425-448.
- Petrides, K.V.; and Furnham, A. (2003). "Trait Emotional Intelligence: Behavioural Validation in Two Studies of Emotion Recognition and Reactivity to Mod Induction." *European Journal of Personality*, 17, pp. 39-75.
- Petrides, K.V.; Furnham, A.; and Martin, G.N. (2004). "Estimates of Emotional and Psychometric Intelligence: Evidence for Gender-based Stereotypes." *Journal of Social Psychology*, 144, pp. 149-162.
- Petrides, K.V.; Furnham, A.; and Mavroveli, S. (2007). "Trait Emotional Intelligence: Moving Forward in the Field of EI." In G. Matthews; M. Zeidner; and R. Roberts (Eds.), *Emotional Intelligence: Knowns and Unknowns. Series in Affective Science*, (pp. 151-166). Oxford: Oxford University Press.
- Petrides, K.V.; Niven, L.; and Mouskounti, T. (2006). "The Trait Emotional Intelligence of Ballet Dancers and Musicians." *Psicothema*, 18, pp. 101-107.
- Petrides, K.V.; Perez-Gonzalez, J.C.; and Furnham, A. (2007). "On the Criterion and Incremental Validity of Trait Emotional Intelligence." *Cognition and Emotion*, 21, pp. 26-55.
- Petrides, K.V.; Pita, R.; and Kokkinaki, F. (2007). "The Location of Trait Emotional Intelligence in Personality Factor Space." *British Journal of Psychology*, 98, pp. 273-289.
- Petrides, K.V.; Sangareau, Y.; Furnham, A.; and Frederickson, N. (2006). "Trait Emotional Intelligence and Children's Peer Relations at School." *Social Development*, 15, pp. 537-547.

- Piaget, J. (1950). *The Psychology of Intelligence*. San Diego, CA: Harcourt Brace Jovanovich.
- Piaget, J. (1983). "Piaget's Theory". In P. Mussen (Ed.), *Handbook of Child Psychology*, 1, pp. 103-128. New York, NY: Wiley.
- Pinchot, P. (1948). "French Pioneers in the Field of Mental Deficiency." *American Journal of Mental Deficiency*, 3 (1), pp. 128-137.
- Pinker, S. (1997). *How the Mind Works*. New York, NY: W.W. Norton.
- Pintrich, P.; and de Groot, E. (1990). "Motivational and Self-regulated Learning Components of Classroom Academic Performance." *Journal of Educational Psychology*, 82, pp. 33-40.
- Piscitelli, S.V. (2008). *Study Skills: Do I Really Need This Stuff?* (2<sup>nd</sup> Edition). Upper Saddle River, NJ: Prentice Hall
- Plucker, J. (2007). "Human Intelligence: Alfred Binet."  
<<http://www.indiana.edu/~intell/binet.shtml>> [Accessed December 6, 2008].
- Plucker, J. (2007). "Human Intelligence. Cyril Burt."  
<<http://www.indiana.edu/~intell/burtaffair.shtml>> [Accessed January 6, 2009].
- Plucker, J. (2007). "Human Intelligence: David Wechsler."  
<<http://www.indiana.edu/~intell/wechsler.shtml>> [Accessed January 27, 2004].
- Plucker, J. (2007). "Human Intelligence. Francis Galton."  
<<http://www.indiana.edu/~intell/galton.shtml>> [Accessed December 6, 2008].
- Plucker, J. (2007). "Human Intelligence. Henry Herbert Goddard."  
<<http://www.indiana.edu/~intell/goddard.shtml>> [Accessed December 8, 2008].

- Plucker, J. (2007). "Human Intelligence. James McKeen Cattell."  
<<http://www.indiana.edu/~intell/jcattell.shtml>> [Accessed December 12, 2008].
- Plucker, J. (2007). "Human Intelligence. Jean Marc Gaspard Itard."  
<<http://www.indiana.edu/~intell/itard.shtml>> [Accessed January 16, 2004].
- Plucker, J. (2007). "Human Intelligence: Robert J. Sternberg."  
<<http://www.indiana.edu/~intell/sternberg.shtml>> [Accessed January 26, 2004].
- Plucker, Jonathan (2007). Human Intelligence. "Robert Mearns Yerkes."  
<<http://www.indiana.edu/~intell/yerkes.shtml>> [Accessed December 20, 2008].
- Plucker, J. (2007). "Human Intelligence. William Stern."  
<<http://www.indiana.edu/~intell/stern.shtml>> [Accessed December 8, 2008].
- Porte, G. K. (2002). *Appraising Research in Second Language Learning. A practical approach to critical analysis of quantitative research.* Amsterdam: John Benjamins Publishing Co.
- Powers, S. (1978). "The Influence of Bilingual Instruction on Academic Achievement and Self-Esteem of Selected Mexican American Junior High School Students." Ph.D. dissertation. University of Arizona.
- Pransky, K. (2008). *Beneath the Surface: The Hidden Realities of Teaching Culturally and Linguistically Diverse Young Learners, K-6.* Portsmouth, NH: Heinemann.
- Prieto Sánchez, M.D. (1989). *Modificabilidad Cognitiva y P.E.I.* Madrid: Bruño.
- Puchta, H.; and Rinvolucrí, M. (2007). *Multiple Intelligences in EFL: Exercises for Secondary and Adults Students.* Cambridge: Cambridge University Press.
- Purcell, J.H.; and Renzulli, J.S. (1998). *Total Talent Portfolio: A Systematic Plan to*

- Identify and Nurture Gifts and Talents*. Mansfield Center, CT: Creative Learning Press.
- Quaye, R. (1995). "The Assault on the Human Spirit: The Bell Curve." *Black Scholar*, 25 (1), pp. 41-43.
- Raffini, J. P. (1996). *150 Ways to Increase Intrinsic Motivation*. Boston, MA: Allyn and Bacon.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Raimes, A. (1983). "Tradition and Revolution in ESL Teaching." *TESOL Quarterly*, 17, 18, (6), pp. 535-552.
- Ray, K.W. (1999). *Wondrous Words: Writers and Writing in the Elementary Classroom*. Urbana, IL: National Council of Teachers of English.
- Raymond, E. (2000). "Cognitive Characteristics." In *Learners with Mild Disabilities*, (pp. 169-201). Needham Heights, MA: Allyn and Bacon, A Pearson Education Company.
- Redfield, D.L.; and Rousseau, E.W. (1981). "A Meta-Analysis of Experimental Research on Teacher Questioning Behavior." *Review of Educational Research*, 51 (2), pp. 237-245.
- Reifman, A. (2001). "Heritability, Economic Inequality, and the Time Course of the "Bell Curve" Debate. Reply to Buckhalt, Jensen, and Murray on Reifman on Bell-Curve." *Psychology*, 12 (30) <<http://www.cogsci.ecs.soton.ac.uk/psyc/newpsy?12.030>> [Accessed September 30, 2004].
- Ricento, T. (1996). "A Brief History of Language Restrictionism in the United States." <<http://www.usc.edu/dept/education/CMMR/PolicyPDF/OfficialEnglishRicento.pdf>> [Accessed August 5, 2008].
- Richardson, A. (1969). *Mental Imagery*. London: Routledge and Kegan Paul.

- Rimm, S.B.; and Lovance, K.J. (1992). "How Acceleration May Prevent under Achievement Syndrome." *Gifted Child Today*, 79, pp. 9-14.
- Risner, G.P.; Nicholson, J.I.; and Webb, B. (1994). *Levels of Comprehension Promoted by the Cooperative Integrated Reading and Composition (CIRC) Program*. Florence: University of North Alabama.
- Robinson, F.P. (1961). *Effective Study* (Revised Edition). New York, NY: Harper and Brothers, Publishers.
- Rogers, H. (2005). *Writing Systems: A Linguistic Approach*. Oxford: Blackwell.
- Romanes, G. (1883). *Animal Intelligence*. New York, NY: D. Appleton.
- Roofe, P.G. (1965). "Significant Segments of the Herrick-Yerkes Correspondence Relative to Psychobiology and Their Personal Philosophies." *Perspect. Biol. Med.*, (pp. 196-209).
- Rosencrans, G. (1998). *The Spelling Book. Teaching Children How to Spell, Not What to Spell*. Newark, DE: International Reading Association.
- Ruble, D.N; and Dweck, C.S. (1995). "The Development of Self-conceptions and Person Conceptions." In N. Eisenberg (Ed.), *Review of Personality and Social Psychology*, 15, pp. 109-139. Thousand Oaks, CA: Sage.
- Rushton, P.J. (1988). "Race Differences in Behavior: A Review and Evolutionary Analysis." *Personality and Individual Differences*, 9, pp. 1009-1024.
- Rushton, P.J. (1996). "Race, Intelligence, and the Brain: The Errors and Omissions of the Revised Edition of S. J. Gould's *The Mismeasure of Man*." *Personality and Individual Differences*, 23, pp. 169-180.

- Rushton, P.J. (1998). "The New Enemies of Evolutionary Science." *Liberty*, 2 (4), pp. 31-35.
- Rushton, P.J. (1998). "The g Factor: The Science of Mental Ability." [Book Review of A. R. Jensen. Westport, CT: Praeger, 1998]. *Politics and the Life Sciences*, 17, pp. 230-232.
- Rushton, J.P. (1999). "Secular Gains in IQ Not Related to the g Factor and Inbreeding Depression Unlike Black-White Differences: A Reply to Flynn." *Personality and Individual Differences*, 26, pp. 381-389.
- Sabbatini, R.M.E. (1997). "Phrenology: The History of Brain Localization. Brain and Mind." *Electronic Magazine on Neuroscience*. <<http://www.cerebromente.org.br/n01/frenolog/frenologia.htm>> [Accessed October 15, 2009].
- Salovey, P.; and Mayer, J.D. (1990). "Emotional Intelligence." *Imagination, Cognition, and Personality*, 9, pp. 185-211. <[http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1990%20Emotional%20Intelligence.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI1990%20Emotional%20Intelligence.pdf)> [Accessed October 15, 2009].
- Salovey, P.; Mayer, J. D.; Goldman, S.; Turvey, C.; and Palfai, T. (1995). "Emotional Attention, Clarity, and Repair: Exploring Emotional Intelligence Using the Trait Meta-Mood Scale." In J. W. Pennebaker (Ed.), *Emotion, Disclosure, and Health*, (pp. 125-154). Washington, D.C.: American Psychological Association. <[http://www.unh.edu/emotional\\_intelligence/Cognition%20and%20Affect/ca%20cog%20and%20aff%20reprints.htm](http://www.unh.edu/emotional_intelligence/Cognition%20and%20Affect/ca%20cog%20and%20aff%20reprints.htm)> [Accessed October 15, 2009].
- Samway, K. (1987). "The Writing Processes of Non-native English-speaking Children in the Elementary Grades." Doctoral Dissertation. New York, NY: University of Rochester.
- Santamaría, C. (1995). *Introducción al Razonamiento Humano*. Madrid: Alianza.

- Scarr, S. (1994). "Burt, Cyril L." In R.J. Sternberg (Ed.), *Encyclopedia of Intelligence*, 1, pp. 231-234. New York, NY: Macmillan.
- Schumpeter, J. (1952). *Ten Great Economists*. London: George Allen and Unwin.
- Schumpeter, J (1954). *History of Economic Analysis*. London, George Allen and Unwin.
- Seguin, E. (1866). *Idiocy and Its Treatment by the Physiological Method*. Nueva York, NY: Bureaou of Publications, Teachers College, Columbia Univesity.
- Sela-Smith, S.; and Keyes, B. (2004). *E pluribus Unum. Out of Many, One*. Richardson, TX: Manitou Communications.
- Seligman, D.; and Murray, C. (1997). "As the Bell Curves." *National Review*, 49 (23), pp. 42-44.
- Seow, A. (2002). "The Writing Process and Process Writing." In J. C. Richards; and W.A. Renyanda (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, (pp. 315-320). Cambridge: Cambridge University Press.
- Shaffer, D.W. (2006). *How Computer Games Help Children Learn*. New York, NY: Palgrave Macmillan.
- Sharan, Y.; and Sharan, S. (1992). *Expanding Cooperative Learning Through Group Investigation*. New York, NY: Teachers College Press.
- Short, D. (1991). "Integrating Knowledge and Content Instruction: Strategies and Techniques." *NCELA Program Information Guide Series*, 7, pp. 1-23.
- Shultz, K.S.; and Whitney, D.J. (2004). *Measurement Theory in Action: Case Studies and Exercises* (1<sup>st</sup> Edition). Thousand Oaks, CA: Sage Publications, Inc.

- Sifneos, P.E. (1967). "Clinical Observations on Some Patients Suffering from a Variety of Psychosomatic Diseases." *Acta Medicina Psychosomatica*, 7, pp. 1-10.
- Siegel, L.S. (1989). "IQ Is Irrelevant to the Definition of Learning Disabilities." *Journal of Learning Disabilities*, 22 (8), pp. 469-478.
- Siegel, L.S.; and Metsala, E. (1992). "An Alternative to the Food Processor Approach to Subtypes of Learning Disabilities." In N.N. Singh; and I.L. Beale (Eds.), *Learning Disabilities: Nature, Theory, and Treatment*, 45, pp. 44-60. New York, NY: Springer-Verlag.
- Siegler, R.S. (1992). "The Other Alfred Binet." *Developmental Psychology*, 28, pp. 79-190.
- Simich-Dudgeon, C. (1998). "Classroom Strategies for Encouraging Collaborative Discussion." *Directions in Language and Education*, 12, pp. 1-14.
- Simich-Dudgeon, C.; McCreedy, L.; and Schleppegrell, M. (1988). *Helping Limited English Proficient Children Communicate in the Classroom: A Handbook for Teachers*. Washington, DC: Center for Applied Linguistics.
- Simonton, D.K. (2003). "Francis Galton's Hereditary Genius: Its Place in the History and Psychology of Science." In R.J. Sternberg (Ed.), *The Anatomy of Impact: What Makes the Great Works of Psychology Great* (pp. 3-18). Washington, D.C.: American Psychological Association.
- Singh, I.; and Jones, M. (2006). *Exploring Language Change* (2<sup>nd</sup> Revised Edition). London / New York: Routledge.
- Sisk, D.A. (1988). "The Bored and Disinterested Gifted Child: Going Through School Lockstep." *Journal for the Education of the Gifted*, 11 (4), pp. 5-17.

- Skutnabb-Kangas, T.; and Toukomaa, P. (1976). *Teaching Migrant Children's Mother Tongue and Learning the Language of the Host Country in the Context of the Sociocultural Situation of the Migrant Family*. Helsinki: The Finnish National Commission for UNESCO.
- Slavin, R.E. (1994). *Using Student Team Learning* (4<sup>th</sup> ed.). Baltimore, MD: Johns Hopkins University, Center for Research on Elementary and Middle Schools.
- Slavin, R. E. (2003). *Educational Psychology: Theory and Practice* (7<sup>th</sup> Edition). San Francisco, CA: Allyn and Bacon.
- Smith, K.A. (1996). "Cooperative Learning: Making 'Group work' Work." In T.E. Sutherland; and C.C. Bonwell (Eds.), *Using Active Learning in College Classes: A Range of Options for Faculty, New Directions for Teaching and Learning*, 67, pp. 71-82. San. Francisco, CA: Jossey-Bass.
- Smith, L.; Ciarrochi, J.; and Heaven, P.C.L., (2008). "The Stability and Change of Trait Emotional Intelligence, Conflict Communication Patterns, and Relationship Satisfaction: A One-year Longitudinal Study." *Personality and Individual Differences*, 45, pp. 738-743.
- Sokal (1971). "The Unpublished Autobiography of James McKeen Cattell." *The American Psychologist* 26 (7), pp. 626-635.
- Spandel, V. (2001). *Creating Writers Through 6-Trait Writing Assessment Instruction*. New York, NY: Addison Wesley Longman.
- Spearman, C. (1904). "General Intelligence' Objectively Determined and Measured." *American Journal Psychology*, 15, pp. 201-293.
- Spearman, C. (1923). *The Nature of Intelligence and the Principles of Cognition*. Londres: MacMillan.

- Spearman, C. (1927). *The Abilities of Man*. London: Macmillan.
- Spencer, H. (1851). *Social Statics: Or, the Conditions Essential to Happiness Specified, and the First of Them Developed*. London: Chapman.
- Spencer, H. (1862). *First Principles* (6th Edition). London: Williams and Norgate.
- Spencer, H. (1864). *Principles of Biology* (2<sup>nd</sup> Edition). London: Williams and Norgate.
- Spencer, H. (1904). *An Autobiography*. London: Williams and Norgate.
- Spiegel, D.L. (2005). *Classroom Discussion: Strategies for Engaging All Students, Building Higher-level Thinking Skills, and Strengthening Reading and Writing Across the Curriculum*. New York, NY: Scholastic.
- Sprenger, M.B. (2008). *Differentiation through Learning Styles and Memory* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Corwin Press.
- Spurlin, J.E.; Dansereau, D.F.; Larson, C.O.; and Brooks, L.W. (1984). "Cooperative Learning Strategies in Processing Descriptive Text: Effects of Role and Activity Level of the Learner." *Cognition and Instruction*, 1, pp. 451-463.
- Stephenson, J. (2007). "Gender as a predictor of anxiety in foreign language learning", in *International Journal of Interdisciplinary Social Sciences*, Vol. 2, Number 4, 2007, pp. 495-501.
- Sternberg, R.J. (1985). *Beyond IQ: A Triarchic Theory of Human Intelligence*. New York, NY: Cambridge University Press.
- Sternberg, R.J. (1986). "A Triangular Theory of Love." *Psychological Review*, 93 (2), pp. 119-135. <<http://content2.apa.org/journals/rev/93/2/119>> [Accessed June 27, 2007].

- Sternberg, R.J. (1987). *Cognición, Personalidad e Inteligencia*. Barcelona: Paidós.
- Sternberg, R.J. (1988). *The Triangle of Love: Intimacy, Passion, Commitment*. New York, NY: Basic Books.
- Sternberg, R.J. (1989). *The Triarchic Mind*. New York, NY: Penguin Books.
- Sternberg, R.J. (1996). "The School Bell and the Bell Curve: Why They Don't Mix." *NASSP Bulletin*, 80 (577), pp. 46-56.
- Sternberg, R.J. (1997). *Inteligencia Exitosa. Cómo una Inteligencia Práctica y Creativa Determina el Éxito en la Vida*. Barcelona: Paidós.
- Sternberg, R. J. (1997). *Successful Intelligence*. New York, NY: Plume.
- Sternberg, R.J. (1998). "Abilities Are Forms of Developing Expertise." *Educational Researcher*, 27 (3), pp. 11-20.
- Sternberg, R. J. (2000a). "Cross-disciplinary Verification of Theories: The Case of the Triarchic Theory." *History of Psychology*, 3 (2), pp. 177-179.
- Sternberg, R. J. (2000b). "Group and Individual Differences in Intelligences: What Can and Should We Do about Them." In A. Kouzlin; and Y. Rand (Eds.), *Experience of Mediated Learning: An Impact of Feuerstein's Theory in Education and Psychology*, (pp. 55-82). Oxford: Pergamon Press.
- Sternberg, R. J. (Ed.). (2000c). *Handbook of Intelligence*. New York, NY: Cambridge University Press.
- Sternberg, R. J. (2000d). "Human Intelligence." In W.E. Craighead; and C.B. Nemeroff (Eds.), *The Corsini Encyclopedia of Psychology and Behavioral Science* (3<sup>rd</sup> Edition), 2, pp. 700-701. New York, NY: Wiley.

- Sternberg, R. J. (2000e). "Intelligence and Wisdom." In R. J. Sternberg (Ed.), *Handbook of Intelligence*, (pp. 631-649). New York, NY: Cambridge University Press.
- Sternberg, R. J. (2000f). "Successful Intelligence: A Unified View of Giftedness." In C.F.M. van Lieshout; and P.G. Heymans (Ed.), *Developing Talent, Across the Life Span*, (pp. 43-65). Hove: Psychology Press.
- Sternberg, R. J. (2000g). "The Concept of Intelligence." In R.J. Sternberg (Ed.), *Handbook of Intelligence*, (pp. 315). New York, NY: Cambridge University Press.
- Sternberg, R. J. (2000h). "The Theory of Successful Intelligence." *Gifted Education International*, 15 (1), 4-21.
- Sternberg R.J. (2001). "The Search for Criteria: Why Study the Evolution of Intelligence?" In R.J. Sternberg; and J.C. Kaufman (Eds.), *The Evolution of Intelligence*, (pp. 1-7). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sternberg, R.J. (2003). *Wisdom, Intelligence and Creativity Synthesized*. New York, NY: Cambridge University Press.
- Sternberg, R.J.; and Detterman, D.K. (Eds.) (1986). *What is Intelligence?: Contemporary Viewpoints on Its Nature and Definition*. Norwood, NJ: Ablex Publishing Corporation.
- Sternberg, R.J.; Forsythe, G.B.; Hedlund, J.; Horvath, J.; Snook, S.; Williams, W.M.; Wagner, R.K.; and Grigorenko, E.L. (2000). *Practical Intelligence in Everyday Life*. New York, NY: Cambridge University Press.
- Sternberg, R.J.; and Grigorenko, E.L. (2000): *Teaching for Successful Intelligence*. Arlington Heights, IL: Skylight.

- Stevens, R.J.; Madden, N.A.; Slavin, R.E.; and Farnish, A.M. (1987). "Cooperative Integrated Reading and Composition: Two Field Experiments." *Reading Research Quarterly*, 22, pp, 433-454.
- Stevens, R.J.; and Slavin, R.E. (1991). *A Cooperative Learning Approach to Accommodating Student Diversity in Reading and Writing: Effects on Handicapped and Non-handicapped Students*. Baltimore, MD: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.
- Stevens, R.J.; and Slavin, R.E. (1995). "The Effects of Cooperative Integrated Reading and Composition (CIRC) on Academically Handicapped and Non-handicapped Students' Achievement, Attitudes, and Metacognition in Reading and Writing." *Elementary School Journal*, 95 (3), pp. 241-262.
- Stevenson, H.W.; and Stigler, J.W. (1992). *The Learning Gap*. New York, NY: Summit Books.
- Stipek, D. (1998). *Motivation to Learn: From Theory to Practice* (3<sup>rd</sup> Edition). Needham Heights, M.A.: Allyn and Bacon.
- Sweig, J.E. (2009). *Cuba: What Everyone Needs to Know*. Oxford, MI: Oxford University Press.
- Swiatek, M.A.; and Benbow, C.P. (1991). "A Ten-year longitudinal Follow-up of Participants in a Fast-paced Mathematics Course." *Journal for Research in Mathematics Education*, 22 (2), pp. 138-150.
- Tanner, R. (2001a). "Teaching Intelligently." *English Teaching Professional*, 20, pp. 40-41.
- Tanner, R. (2001b). "MI and You." *English Teaching Professional*, 21, pp. 57-58.
- Taylor, J. R. (2002). *Cognitive Grammar*. Oxford: Oxford University Press.

- Tejada Molina, G. (2007). *Enfoque ecléctico y pautas del diseño curricular para la enseñanza del idioma orall: "Me first."* Jaén: Universidad de Jaén.
- Thomas, N.J.T. (2003). "Mental Imagery, Philosophical Issues About." In L. Nadel (Ed.), *Encyclopedia of Cognitive Science*, 2, pp. 1147-1153. London: Nature Publishing/Macmillan. <<http://www.imagery-imagination.com/mipia.htm>> [Accessed October 24, 2008].
- Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Pearson Education Limited.
- Thornbury, S. (2006). *Grammar. Resource Books for Teachers*. Oxford: Oxford University Press.
- Thurstone, L.L. (1938). *Primary Mental Abilities*. Chicago, IL: University of Chicago Press.
- Thurstone, L.L. (1944). *A Factorial Study of Perception*. Chicago, IL: University of Chicago Press.
- Thurstone, L.L. (1948). *Primary Mental Abilities*. Chicago, IL: University of Chicago Press.
- Thorndike, R.K. (1920). "Intelligence and Its Uses." *Harper's Magazine*, 140, pp. 227-335.
- Tileston, D.E.W. (2005). *Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies* (2<sup>nd</sup> Edition). Thousand Oaks, CA: Corwin Press.
- Tracy, B. (2004). "Apply the 80/20 Rule to Everything." <[http://www.mercola.com/2001/nov/3/80\\_20\\_rule.htm](http://www.mercola.com/2001/nov/3/80_20_rule.htm)> [Accessed November 30, 2004].
- Trelease, J. (2006). *The Read-aloud Handbook* (6<sup>th</sup> Edition). New York, NY: Penguin.

- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Urban, V.J.; and Wagoner, J.L. Jr. (2008). *American Education: A History* (4<sup>th</sup> Edition). New York, NY: Routledge.
- Urzua, C. (1987). "You Stopped too Soon. Second Language Children Composing and Revising." *TESOL Quarterly*, 21, pp. 279-304.
- Usó-Juan, E.; and Martínez-Flor, A. (Eds.) (2006). *Current Trends in the Development and Teaching on the Four Language Skills*. Berlin / New York: Mouton de Gruyter.
- Vaccaro, P.J. (2000). "The 80/20 Rule of Time Management." *Family Practice Management*, 7 (8), pp. 76. <<http://www.aafp.org/fpm/20000900/76the8.html>> [Accessed November 30, 2004].
- Valdez, L.; and Steiner, S. (Eds.) (1972). *Aztlan: An Anthology of Mexican American Literature*. New York, NY: Vintage Books.
- Van Patten, B.; and Williams, J. (2006) *Theories in SLA. An introduction*. London: Routledge.
- Varon, E.J. (1936). "Alfred Binet's Concept of Intelligence." *Psychological Review*, 43, pp. 32-49.
- Vega, M. (1984). *Introducción a la Psicología Cognitiva*. Madrid: Alianza.
- Vernon, P. E. (1950). *The Structure of Human Abilities*. London: Methuen.
- Vernon, P. E. (1960). *Intelligence and Attainment Tests*. New York, NY: Philosophical Library Inc.
- Vidal-Abarca, E. (1990). "Un Programa para la Comprensión de la Comprensión de Ideas Principales de Textos Expositivos." *Infancia y aprendizaje*, 49, pp. 53-71.

Vildoso Villegas, J.Y. (2004). "Influencia de la Autoestima, Satisfacción con la Profesión Elegida y Formación Profesional en el Coeficiente Intelectual de los Estudiantes del Tercer Año de la Facultad de Educación."

<[http://sisbib.unmsm.edu.pe/bibvirtual/tesis/human/vildoso\\_c\\_j/des\\_problema.htm](http://sisbib.unmsm.edu.pe/bibvirtual/tesis/human/vildoso_c_j/des_problema.htm)>

[Accessed September 29, 2009].

Vocke, K.S. (2007). *Where Do I Go from Here? Meeting the Unique Educational Needs of Migrant Students*. Portsmouth, NH: Heinemann.

Vygotsky, L.S. (1962). *Thought and Language*. Cambridge, MA: The MIT Press.

Walberg, H.J. (1999). "Productive Teaching." In H.C. Waxman; and H. J. Walberg (Eds.), *New Directions for Teaching Practice and Research*, (pp. 75-104). Berkeley, CA: McCutchen Publishing Corporation.

Ward, S.B.; Ward, T.J.; Hatt, C.V.; Young, D.L.; and Mollner, N.R. (1995). "The Incidence and Utility of the ACID, ACIDS, and SCAD Profiles in a Referred Population." *Psychology in the Schools*, 32 (4), pp. 267-276.

Watkins, M.W.; Kush, J.; and Glutting, J.J. (1997). "Discriminant and Predictive Validity of the WISC-III ACID Profile among Children with Learning Disabilities." *Psychology in the Schools*, 34 (4), pp. 309-319.

Wechsler, D. (1939). *The Measurement of Adult Intelligence*. Baltimore, MD: Williams and Wilkins.

Wechsler, D. (1940). "Non-intellective Factors in General Intelligence." *Psychological Bulletin*, 37, pp. 444-445.

Wechsler, D. (1943). "Non-intellective Factors in General Intelligence." *Journal of Abnormal Social Psychology*, 38, pp. 100-104.

Wechsler, D. (1944). *The Measurement of Adult Intelligence* (3<sup>rd</sup> Edition). Baltimore, MD: Williams and Wilkins.

- Wechsler, D. (1949). *The Wechsler Intelligence Scale for Children*. New York, NY: Psychological Corp.
- Wechsler, D. (1967/2002). *Wechsler Primary and Preschool Scale of Intelligence* (3<sup>rd</sup> Edition). San Antonio, TX: Harcourt Assessment.
- West, M.A.; Tjosvold, D.; and Smith, K.G. (Eds.) (2005). *The Essentials of Teamworking: International Perspectives*. Chichester: John Wiley and Sons, Ltd.
- White, S. (2000). "Conceptual Foundations of IQ Testing." *Psychology, Public Policy, and Law*, 6 (1), pp. 33-43.
- Whitmore, J. (1980). *Giftedness, Conflict, and Underachievement*. Boston, MA: Allyn and Bacon.
- Whitmore, J. (1983). "Changes in Teacher Education: The Key to Survival for Gifted Education." *Roeper Review*, 6 (1), pp. 8-13.
- Whitmore, J. (1987). "Conceptualizing the Issue of Underserved Populations of Gifted Students." *Journal for the Education of the Gifted*, 10, pp. 141-154.
- Whitmore, J.; and Maker, C. (1985). *Intellectual Giftedness in Disabled Persons*. Rockville, MD: Aspen Systems Corporation.
- Wiersman, W. 1995. *Research Methods in Education: An Introduction*. Boston, London: Allyn and Bacon. 6<sup>th</sup> Edition.
- Wilburn, K.T.; and Felps, B.C. (1983). *Do Pupil Grading Methods Affect Middle School Students' Achievement? A Comparison of Criterion-referenced versus Norm-Referenced Evaluation*. Jacksonville, FL: Wofson Senior High School.

- Wilhelm, J.; and Otto, W. (2001). *Improving Comprehension with Think-aloud Strategies: Modeling What Good Readers Do*. New York, NY: Scholastic Professional Books.
- Willingham, D.T. (2009). *Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom*. San Francisco, CA: Jossey-Bass.
- Wilson, V. (2000). *Can Thinking Skills Be Taught? A Paper for Discussion*. Scottish Council for Research in Education. <<http://www.scrc.ac.uk/scot-research/thinking/>> [Accessed October 17, 2009].
- Wolf, T.H. (1973). *Alfred Binet*. Chicago, IL: University of Chicago Press.
- Wong, L. (2008). *Essential Study Skills* (6<sup>th</sup> Edition). Florence, KY: Wadsworth Publishing.
- Woolfolk, A. (2001). *Educational Psychology* (8<sup>th</sup> Edition). Boston, MA: Allyn and Bacon.
- Wright, R. (1994). *The Moral Animal*. New York, NY: Pantheon.
- Wright, S.P.; Horn, S. P.; and, Sanders, W. L. (1997). "Teacher and classroom context effects on student achievement: Implications for teacher evaluation." *Journal of Personnel Evaluation in education*, 11, 57-67.
- Yates, F.A. (1966). *The Art of Memory*. London: Routledge and Kegan Paul.
- Yearwood, J. (2008). *ESL Manual for Mainstream Teachers: How to Help Limited-English-Speaking Students*. Mustang, OK: Tate Publishing and Enterprises.
- Yela, M. (1976). "La Estructura Diferencial de la Inteligencia." *Revista de Psicología General y Aplicada*, 31, pp. 591-605.

- Yela, M. (1982). "Inteligencia, Estructuras Ontogenéticas y Dimensiones Factoriales." *Revista de Psicología General y Aplicada*, 37, pp. 215-227.
- Yelland, N. (2006). *Shift to the Future: Rethinking Learning with New Technologies in Education (Changing Mages of Early Childhood)* (1<sup>st</sup> Edition). London: Routledge.
- Yerkes, R.M. (1932). "Psychobiologist." In C. Murchison (Ed.), *The History of Psychology in Autobiography*, 2, pp. 381-407. Worcester, MA: Clark University Press.
- Yoshida, H.; and Smith, L.B. (2005). "Research Report: Linguistic Cues Enhance the Learning of Perceptual Cues." *Psychological Science*, 16 (2). <<http://www.iub.edu/~cogdev/labwork/TrainingPsychScience.pdf>> [Accessed December 29, 2009].
- Yuste Hernanz, C. (1992). *Experimentación con un Nuevo Programa de Mejora de la Inteligencia*. Tesis Doctoral. Madrid: Universidad complutense.
- Yuste Hernanz, C. (1994). *Los Programas de Mejora de la Inteligencia*. Madrid: CEPE, S.A.
- Zabieglik, S. (2002). "The Origins of the Term *Homo Oeconomicus*." *Gdansk*, (pp. 123-130).
- Zax, J.S.; and Rees, D.I. (2002). "IQ, Academic Performance, Environment, and Earnings." *The Review of Economics and Statistics*, 84 (4), pp. 600-616.
- Zenderland, L. (1998). *Measuring Minds: Henry Herbert Goddard and the Origins of American Intelligence Testing*. Cambridge, MA: Cambridge University Press.
- Zenderland, L. (2001). *Measuring Minds: Henry Herbert Goddard and the Origins of American Intelligence Testing* (Cambridge Studies in the History of Psychology). Cambridge, MA: Cambridge University Press.

- 
- Zeng, X.; and Miller, C.E. (2001). "Examinations of Measurements of Emotional Intelligence." *Ergometrika*, 2, pp. 38-49. <[http://www.ergometrika.org/Volume\\_2/volume2\\_3.htm](http://www.ergometrika.org/Volume_2/volume2_3.htm)> [Accessed September 26, 2008].
- Zeng, X.; and Miller, C.E. (2002). *Emotional Intelligence and Personality*. Tampa, FL: IOOB (Annual Graduate Student Conference in Industrial-Organizational Psychology and Organizational Behavior). University of Florida.



# *Appendixes*

# *APPENDIX:*

## *I*

### *Teachers' Letters*



1. Ryan Pellizzari, 6<sup>th</sup> grade regular division
2. Edgar Cardona

Edgar is working at grade level, but is performing at the top of the class. Edgar does a great job with his writing. He fully understands the organization of the different types of papers. He understands a well developed sentence and paragraph and always applies them correctly. He is very good at keeping his paragraphs focused. The ideas he adds to his paragraphs are always relevant to the main focus of that paragraph. He is very creative in his writing. He comes up with great ideas for his papers and his word choice is beyond that of the rest of my students. He has a great vocabulary that truly helps to show creative ideas. He also does a great job with varying his word choice. Edgar understands basic mechanics, but does seem to struggle with apostrophes. He does well using complete sentences and rarely has sentence fragments in his writing. Some of his sentences are very basic, but he does sometimes show the ability to form a more complex sentence correctly. He struggles remembering when an apostrophe is necessary and when it is not. He tends to add apostrophes on words that don't need them, but because there is an "s" at the end of the word, sometimes he adds the apostrophe.

Edgar definitely has developed self-awareness and self-management skills. He has always been able to recognize non-verbal cues from myself and his classmates to know when his behavior is appropriate or inappropriate. When his behavior is inappropriate, he is quick to recognize this and fix it. I have watched Edgar form many positive relationships in this class. He joined a class where he was the only one coming out of Ms. Garcia's class, so he didn't have any close friends in here at the beginning of the year. He has used his relationship building skills to make and keep many friends in the class. He is quick to won up to a mistake and genuinely apologizes if necessary. Edgar makes very responsible decisions in school and out of school. He always has his work done and it is done well. He can recognize an inappropriate situation and remove himself from that situation. He is not afraid to come to me if he feels that there is something I should know. He is a very responsible young man.

**Ms. Dorothy Vitacca**  
**6<sup>th</sup> grade teacher**

---

**Gifted/ Regular Division**

**Student name:** Noemi Hernandez.

Noemi Hernandez is an outstanding student. She is working above grade level in majority of subjects and at grade level in the others. She is at the head of my class. Because of the type of class, gifted/regular division, the students are constantly challenged and Noemi always takes that challenge and expands on it.

Her writing is very well organized and creative. She is focused on the subject, uses a vast amount of description for places, people, and situation. Her use of language is well thought out. Her writing is interesting and the emotions of the situation or character are always expressed clearly. She seems to enjoy writing very much and it comes naturally to her. In fiction and non-fiction.

She is self-sufficient. She follows directions to a tee. She is very quiet, but has many friends. She is happy and easy going. She does not seem over stressed and manages her work by breaking it up into parts. It is done little by little every day so there is no panicking the night before it is due. Her goals are to aim high and feel proud of what she has accomplished in my room.

Noemi is very aware of the things that are happening around her. She stays away from trouble such as gossiping. I have never seen or heard of her being involved in any kind of conflict with another student. She is friends with everyone and speaks badly of no one. Again, she is very quiet, but when she needs help, she does raise her hand and ask. Sometimes she will ask me one on one.

She is one of the best students I have had in my ten years of teaching. I would trust and can rely on her to make marvelous decisions in any situation.

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division
2. Brian Vazquez

Brian is a very successful student that came into sixth grade after transitioning from bi-lingual classrooms since the start of his school career. Brian is very bright and is doing exceptionally well. Brian is one of the top readers in the class.

Brian has a bubbly personality. He is a very happy 12-year-old and loves to smile. Most of the time, Brian is trying to make someone laugh. Sometimes Brian gets carried away, and forgets that there is a time for work and a time for play. This is typical behavior for this grade level. Once he is redirected the behavior stops.

Brian likes sports and hanging out with friends after school. Although Brian is very outgoing and has a lot of friends, he is very responsible with his schoolwork. His assignments are always turned in on time and neatly done. He is conscientious of due dates and makes sure he stays on top of things. Brian is also very respectful. He is aware of how to treat others, both peers and adults.

Brian likes to talk about his family. He has a sibling on the way and is anxious to meet his soon-to-be brother or sister. Brian is the oldest child and while he is protective of his younger brother, competes with him for his parents' attention.

Brian prides himself with his ability to make good decisions. Brian is his own person; he is not a follower. He makes good choices for himself and isn't easily influenced by others. If presented with a tough situation, he would choose to do the right thing, even if everyone else was doing the opposite.

Brian has a mature writing style that does not reflect that of a bi-lingual student. He has very good grammar and mechanics. He is careful about organizing his writing into paragraphs and sequencing events in chronological order. He has a bit of trouble with spelling, but that is to be expected. Brian's writing style is a bit candid. He writes like he speaks, and it tends to sound a bit informal at times. Despite this, Brian's writing is at the top of the class and is above his age and grade level.

Gina M. Pontarelli

5-3-10

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division
2. Allen Valdez

Allen Valdez is an intelligent sixth grader at Lincoln School. Allen is a hard working student who gets excellent grades due to his focus and determination. Allen's success is due to the fact that he doesn't give up; he will go the extra mile to do what he needs to do to make sure he gets to where he needs to be. He is working at grade level.

Allen is a very good writer. His writing is imaginative and interesting. He shows a great effort to use different words to make his writing more colorful and descriptive is apparent. Allen is especially good at using time order to sequence a piece of writing chronologically from beginning to end. He is careful to tell his story using the same voice throughout. Sometimes Allen has trouble with punctuation. This tends to cause run-on sentences or sentences fragments. Allen also struggles with when and where to use commas. All in all, Allen does a good job with his writing.

Emotionally, Allen seems to be developed, although he is very quiet. Allen seems to be more open with his peers than his teachers or other adults. He is social and has good communication skills, but he tends to keep to himself most of the time. He is a hard worker and gets his assignments done before socializing with others. Allen turns in quality work and pays attention during class. He isn't one to volunteer or raise his hand to give his opinion or an answer to a question, but is willing to answer questions when prompted.

Allen displays excellent behavior at school. Allen has never been a disciplinary problem. He is careful to follow school rules. Allen does not get involved in situations he knows he should stay away from. He is the kind of kid that's everyone's friend, and doesn't have a core group of friends that he associates with.

Gina M. Pontarelli

5-3-10

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division

---

## 2. Arlin Garcia

Arlin is working at grade level and does very well, overall. Arlin is a pleasure to have in class and is very eager. She is serious about her schoolwork, and rarely misses an assignment. Arlin cares about her grades and does well, partly due to the fact that she isn't afraid to ask questions. If she doesn't understand something, she won't hesitate to ask for further clarification. If Arlin doesn't do well on a particular assignment or test, she is always willing to work extra hard to make up for it. She is very respectful to her teachers, other adults/authority figures, and peers. Arlin is well-liked by her classmates and is considered a very good friend to many. Arlin is very considerate of others' feelings, and is kind and protective to her two younger siblings.

Arlin isn't afraid to express her feelings. She is a very open, empathetic child. She doesn't get into arguments with classmates or friends, and has expressed sadness and concern when people close to her aren't getting along. She will not hesitate to seek the advice of a trusted teacher or another adult if she has a problem, or just wants to talk about what's going on in her life.

It is apparent that Arlin enjoys writing. Her writing shows creativity, enthusiasm, and focus. Arlin is careful about choosing writing topics and usually writes her narrative essays on topics concerning her family. She pays attention to detail such as formatting, spelling, and mechanics. Her essays are well developed, start with very imaginative hooks, include plenty of rich details, and end with insightful conclusions. Arlin has some problems with spelling, but she is doing well and shows a great deal of effort.

All in all, Arlin's transition from her fifth grade bilingual classroom has been good. She has a great amount of respect for her teacher, Ms. Garcia, and often speaks very fondly of her. She visits her often and is always willing to lend a hand in her classroom.

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division
2. Yency Garcia

Yency Garcia is a sixth grade student at Lincoln school. She is working at grade level in each subject. Yency has transitioned to an English classroom after spending her last year in a bilingual/transitional classroom. Yency has adjusted well. Her grades are strong and consistent. Yency shows immense effort in her work and her studies.

In the area of writing, Yency does very well. She frequently expresses her love for writing. She often states how much fun she had during the writing lessons with Miss Garcia; her previous fifth grade teacher. Her writing is focused and she maintains the same voice throughout her compositions, which a lot of students struggle with. Yency's writing always stays focused, with a beginning, middle, and end. She makes sure to grab the reader's attention with an interesting (and almost always witty) hook. Yency does a good job with elaboration in her writing. She organizes her writing with paragraphs and avoids using the same words over and over again.

Yency is socio-emotionally developed. She has a good sense of who she is. She is satisfied with who she is and is proud of herself. Yency is very well-liked and has a lot of friends. Her friends would describe her as understanding and compassionate. Yency's smile is infectious. She's a very happy young girl. Yency has good communication skills, with peers and adults alike. Yency isn't afraid to express herself. She has a lot of conviction; she has strong opinions and values.

Yency is very well-behaved. There has never been an instance where Yency needed to be redirected from a situation. She has never had to be referred to administration for behavior problems. Yency is very well-rounded and respectful.

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division
2. Lili Bahena

Lili is working at grade level, and her transition to 6<sup>th</sup> grade has been successful. Lili is conscientious of her studies. Lili rarely misses an assignment. Her work is neat and carefully completed on time. Lili is well-liked by her classmates. In fact, Lili is known as someone that can be depended on. She is willing to help her classmates and can be trusted. Lili gets along with her peers and does not get involved in altercations with other students. Lili knows right from wrong and can be trusted to make good decisions.

While Lili is very quiet, she's intelligent. She values the relationships she has with her friends and gets along with all of her classmates. Her quiet demeanor in class does not seem to affect her friendships or other social relationships. Lili's lack of communication in the classroom seems to differ from outside the classroom. She doesn't keep to herself socially; she just seems to be shy in an academic setting. She doesn't like to be the center of attention. The fact that Lili is quieter than other students does not hinder her academic performance. Although she is not a student that will willingly volunteer in class, if she is called upon or prompted, will politely answer a question or give her opinion.

Lili's writing is at grade level. Her thoughts flow well on paper, and she is careful to organize her paragraphs. Her ideas are thoughtful and she has a good handle on sequencing. She uses a variety of beginning and ending hooks. She can effectively write a story from beginning to end, using details chronologically. Lili has some problems with spelling.

1. Gina Pontarelli, 6<sup>th</sup> grade, ESL division
2. Steven Melesio

Steven Melesio is a sixth grade student at Lincoln School performing at grade level. Steven is a happy twelve-year-old. He had good attendance at school. He is serious about his schoolwork. Steven's assignments are always turned in on time, and carefully completed. Steven's transition to an English classroom has been seamless. He has adjusted well. Steven still struggles with finding the right words in English, especially when he is speaking. Sometimes his spoken sentences are a combination of English and Spanish. These sentences are mostly in English, but the words that Steven sometimes cannot remember in English are spoken in Spanish.

Steven effectively uses transitions to move from one part of his composition to another. Steven does a great job with the organization of his compositions. His use of descriptive language and using the same verb tenses throughout are improving.

Steven is social, but quiet. Steven has a lot of friends in class, and he tends to get distracted easily. He tends to "follow the herd" instead of "lead the pack". Steven is easily influenced by others, but all in all is a good kid who knows right from wrong. Sometimes Steven's tendency to follow the crowd gets him into trouble, but for the most part, he makes good choices. Socio-emotionally, I would say Steven is a bit underdeveloped. His maturity is not quite at the level of his peers, but he is not too far behind. Factors such as being the only child, or the fact that Steven is the smallest child in the class, can contribute to his immaturity. Generally, Steven is a pleasant, happy child who will no doubt be successful in his future journeys into middle school, high school, and beyond.

---

Teacher: Luis Ramirez, 6<sup>th</sup> Transitional

Sarid Lozano

Sarid is above her peers' abilities. She can manipulate grammatical and spelling rules more often and consistently than others in the same grade. According to the state writing rubric (which studies the areas of: focus, support, organization, integration and conventions) she shows the following scores on her personal narrative, expository and persuasive essays: a) Personal Narrative: She scores 25 (she had a total of 24 at the end of last year), b) Expository: She scores 26 (she scored 22 at the end of fifth grade), and c) Persuasive: She scores 26 (she scored 24 at the end of fifth grade). It seems to me that she enjoys writing and makes an effort to make her essays more interesting by including expressions and her own feelings to draw her audience. She even questions her reader to give or form an opinion. Thus, she is able to communicate her ideas more clearly than other students. She has frequently referred to Miss Garcia (her previous fifth grade teacher) as the one who 'taught her how to write' while having a lot of fun. Sarid is well above her peers as far as elaborating and presenting an average well developed essay. All in all, Sarid is probably the best writer in the class and is performing above grade level.

Maturity wise, again I will share my opinion in relation to academics and behavior expectations. Sarid is well balanced student both behavior and academically. She demonstrates ability to engage in class discourse and understand subject matter. She's also able to raise questions and make connections that demonstrate higher level thinking. And so she is able to behave and perform academically at grade level. Sarid is a well balanced student worth having in any classroom.

---

Teacher: Luis Ramirez, 6<sup>th</sup> Transitional

Julissa Mendoza

Julissa possesses above average writing skills. She does have grammar and spelling mechanics that she incorporates in her writing essays. According to the state writing rubric (which studies the areas of: focus, support, organization, integration and conventions) she shows the following scores on her personal narrative, expository and persuasive essays: a) Personal Narrative: She scores 22 (she had a total of 19 at the end of last year), b) Expository: She scores 22 (she scored 20 at the end of fifth grade), and c) Persuasive: She scores 24 (she scored 22 at the end of fifth grade). She is able to keep her focus while writing. She always includes a hook at the beginning and end of her essays. She has command of elaboration and uses plenty of descriptive details.

Individually, she is above her classmates in terms of skills, but average in comparison to regular division students. You also must consider that technically she still is in the transitional-bilingual program and so for that very reason she is well above her peers. In terms of her writing skills she is at Meets Standards.

As far as maturity, I have only observed her daily behavior regarding her academic abilities and ability to perform behavior tasks related to grade level performances. So far she does what is expected of her as far as behavior rules and expectations. Also, in general she shows interest in subject matter and grasp the majority of concepts I teach. In sum she is a very well adjusted little girl and a joy to have in any classroom.

---

Teacher: Luis Ramirez, 6<sup>th</sup> Transitional

Gilberto Velazquez

Gilberto is a fine boy with average writing skills. He is able to write a comprehensive essay with rather ease. He is capable of manipulating grammar and spelling rules 90 percent of the time. Above all the boys in my classroom he's able to be consistent in his writing. According to the state writing rubric (which studies the areas of: focus, support, organization, integration and conventions) he shows the following scores on his personal narrative, expository and persuasive essays: a) Personal Narrative: He scores 23 (he had a total of 23 at the end of last year), b) Expository: He scores 24 (he scored 22 at the end of fifth grade), and c) Persuasive: He scores 24 (she scored 22 at the end of fifth grade). Also, we need to take into consideration that Gilberto is still a transitional student. Right now he is at Meets Standards.

Maturity wise, he is generally a good student both academically and behavior wise. Academically he presents himself well organized and actively learning. Behaviorally, he is very pleasant to have as a student. In sum he is a good student and a hard worker but at times his health issues have caused him to miss time in school. No matter where he is, he is a good and pleasant student to have.



---

*APPENDIX:*

*II*

*ISAT*

*RUBRICS*



## Expository

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> <li>Sets purpose of composition through thematic introduction, specific preview, or may be achieved inductively through the composition</li> <li>Maintains position/logic throughout</li> <li>Effective closing (may be restatement of points in the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>All major points supported with specific detail; some may be developed with more detail than others (not balanced or even)</li> <li>Development of depth clearly evident</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear</li> <li>Major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)</li> <li>Varied sentence structure produces cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed for grade level</li> <li>Clear and purposeful Focus; in-depth, balanced Support; lines of reasoning identified and developed coherently and cohesively throughout the composition</li> </ul>
5	<ul style="list-style-type: none"> <li>Subject/position (or issue) clearly identified by an opening statement (may be general)</li> <li>Maintains position/logic throughout</li> <li>Has closing</li> </ul>	<ul style="list-style-type: none"> <li>Most major points developed by specific detail; a few may be general</li> <li>Some development of depth</li> <li>Word choice may enhance specificity</li> <li>Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Most major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant</li> <li>Some varied sentence structure produces cohesion</li> <li>May have minor digressions</li> </ul>	<ul style="list-style-type: none"> <li>Developed for grade level</li> <li>All features are not equally well-developed throughout the composition</li> </ul>
4	<ul style="list-style-type: none"> <li>Writer may launch into topic without providing an opening statement</li> <li>If previewed, composition develops only previewed points</li> <li>Sufficient Support to maintain subject (cannot be a giant Focus)</li> <li>May have minor Focus drift or lapses in logic (not really separate ideas – repetitious)</li> <li>May lack closing or end abruptly</li> </ul>	<ul style="list-style-type: none"> <li>Some major points developed by specific detail (second-order ideas beyond major point)</li> <li>Some Support may be general</li> <li>May lack depth</li> <li>Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Many major points are appropriately paragraphed</li> <li>Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure</li> <li>Transitions may be simplistic, but not intrusive</li> <li>May include minor digressions</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed composition for grade level</li> <li>Simple, clear, presenting nothing more than the essentials</li> <li>Limited depth</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject/position (or issue) may be prompt-dependent (rely on reader's familiarity with prompt)</li> <li>May have more than one position without a unifying umbrella statement</li> <li>If previewed, develops fewer or more points than delineated in opening (over-promise or</li> </ul>	<ul style="list-style-type: none"> <li>Most Support may be general</li> <li>May be list of related specifics with some extension(s)</li> <li>Lacks sufficiency to demonstrate developed Support</li> <li>Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable structure but the reader may have to infer it</li> <li>May have some inappropriate paragraphing</li> <li>May include inappropriate transitions that disrupt progression of ideas (intrusive: "Firstly," "Secondly," "Lastly" used within paragraphs)</li> <li>May include major digression</li> <li>Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the features are not sufficiently formed, but all are present</li> <li>Inference is usually required</li> <li>May be insufficient</li> </ul>

	<ul style="list-style-type: none"> <li>over-deliver)</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>			
<b>2</b>	<ul style="list-style-type: none"> <li>Subject/position (or issue) limited or unclear</li> <li>Unrelated ideas or major drift from Focus</li> <li>Off-mode response NOT serving expository purpose</li> <li>May be insufficient writing to determine that the subject/position (or issue) can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Support is undeveloped, limited, or unclear</li> <li>May be list of unrelated specifics</li> <li>May be insufficient writing to determine that Support can be maintained</li> <li>No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>Structure is attempted; may be off-mode (NOT serving expository purpose)</li> <li>Little evidence of appropriate paragraphing</li> <li>Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)</li> <li>May be insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address assignment, but only rudiments of techniques for forming Focus,</li> <li>Support, and Organization can be detected</li> <li>Some confusion and/or disjointedness</li> <li>Lacks appropriate expository structure</li> <li>May be insufficient writing to determine that features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Subject/position (or issue) absent or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Support is absent or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Confusing; little or no attempt to structure</li> <li>Little or no evidence of appropriate paragraphing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>Insufficient writing to show that criteria are met</li> </ul>

**Conventions**

<b>3</b>	<ul style="list-style-type: none"> <li>Strong knowledge of conventions is demonstrated</li> <li>Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>May have minor errors in usage and sentence formation</li> <li>A variety of sentence structures is evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Partial knowledge of conventions is evident</li> <li>Severity and density of errors constitute a noticeable pattern</li> <li>Little attempt at varying sentence structures</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Little or no discernable knowledge of conventions</li> <li>Severity and density of errors is such that meaning is impaired</li> <li>Sentence structure is simplistic or in error</li> </ul>

## Narrative

	<b>Focus</b>	<b>Elaboration</b>	<b>Organization</b>	<b>Integration</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained with the event commented upon by the end of the composition</li> <li>• Reactions are relevant to unifying event</li> <li>• Has effective closing</li> </ul>	<ul style="list-style-type: none"> <li>• All major episodes/reactions developed by specific detail</li> <li>• Some episodes and reactions may be developed with more detail than others (not necessarily balanced or even)</li> <li>• Development in depth</li> <li>• Word choice enhances specificity</li> <li>• Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is clear – sequence of episodes moves through time with a beginning, a middle, and an ending without noticeable gaps</li> <li>• Most major episodes appropriately paragraphed</li> <li>• Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)</li> <li>• Varied sentence structure and/or word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Fully-developed composition for grade level</li> <li>• Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained with the event commented upon by the end of the composition</li> <li>• Reactions are present, most are relevant to unifying event</li> <li>• Has closing</li> </ul>	<ul style="list-style-type: none"> <li>• Most episodes/reactions developed by specific detail; some may be general</li> <li>• Some depth</li> <li>• Word choice may enhance specificity</li> <li>• Voice may be appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps</li> <li>• Most major episodes appropriately paragraphed</li> <li>• Coherence and cohesion demonstrated with most transitional devices appropriate (not redundant or intrusive)</li> <li>• Coherence may depend on holistic structure (e.g., chronology)</li> <li>• May include minor digressions</li> <li>• Some varied sentence structure and/or word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Developed composition for grade level</li> <li>• All features are not equally well-developed throughout</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Subject and unifying event clear and maintained</li> <li>• Reactions are present, but still may be implied</li> <li>• May lack closing</li> </ul>	<ul style="list-style-type: none"> <li>• Some episodes/reactions developed by specific detail; some may be general</li> <li>• Sufficient Elaboration but has limited depth</li> <li>• Voice may be present but inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending</li> <li>• Some appropriate paragraphing</li> <li>• Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence); may depend on holistic structure (e.g., chronology)</li> <li>• If present, transitions may be simplistic, but not intrusive</li> </ul>	<ul style="list-style-type: none"> <li>• Bare-bones-developed composition for grade level</li> <li>• Simple and clear, presenting nothing more than the essentials</li> <li>• Limited depth</li> </ul>

			<ul style="list-style-type: none"> <li>• May include minor digressions</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Subject clear, but unifying event is not; reader can infer unifying event</li> <li>• Multiple events without unifying umbrella statement</li> <li>• No reactions – or reactions are inappropriate to subject/event</li> <li>• Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>• A list of episodes and/or reactions that may have some extensions</li> <li>• May be mostly general</li> <li>• Lacks sufficiency to demonstrate developed Elaboration</li> <li>• No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>• Noticeable narrative structure but the reader must infer it; movement through time with significant gaps</li> <li>• May evidence some inappropriate paragraphing</li> <li>• May include inappropriate transitions that disrupt progression of ideas</li> <li>• May have major digressions</li> <li>• Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Partially developed</li> <li>• Some (or one) of the feature(s) are not sufficiently formed but all are present</li> <li>• Inference is usually required</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Subject and event may be vague or lack clarity</li> <li>• Unrelated ideas or major drift from Focus</li> <li>• No reactions</li> <li>• Off-mode response (NOT narrative structure showing a sequence through time)</li> <li>• Insufficient writing to determine that the subject and/or unifying event can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>• A list of episodes or reactions</li> <li>• There may be insufficient writing to determine that Elaboration can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Structure attempted but may not be narrative (Off-mode)</li> <li>• Limited evidence of understanding paragraphing</li> <li>• Lacks purposeful ordering of sentences (e.g., sentences could be arranged in almost any order)</li> <li>• Insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</li> <li>• Some confusion and/or disjointedness</li> <li>• Lacks narrative structure</li> <li>• May be insufficient writing to determine that the features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Subject and event may be absent, or if present, may be limited or confusing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Elaboration absent or confusing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing; little or no attempt at structure</li> <li>• Little or no evidence of understanding paragraphing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>• Insufficient writing to show that criteria are met</li> </ul>

**Conventions**

<b>3</b>	<ul style="list-style-type: none"> <li>• Strong knowledge of conventions is demonstrated</li> <li>• Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>• May have minor errors in usage and sentence formation</li> <li>• A variety of sentence structures is evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Partial knowledge of conventions is evident</li> <li>• Severity and density of errors constitute a noticeable pattern</li> <li>• Little attempt at varying sentence structures</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little or no discernable knowledge of conventions</li> <li>• Severity and density of errors is such that meaning is impaired</li> <li>• Sentence structure is simplistic or in error</li> </ul>

## Persuasive

	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> <li>Sets purpose of composition through thematic introduction, specific preview, or may be achieved inductively through the composition</li> <li>Maintains position/logic throughout</li> <li>Effective closing (may be restatement of points in the introduction)</li> </ul>	<ul style="list-style-type: none"> <li>All major points supported with specific detail; some may be developed with more detail than others (not balanced or even)</li> <li>Development of depth clearly evident</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear</li> <li>Major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)</li> <li>Varied sentence structure produces cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Fully developed for grade level</li> <li>Clear and purposeful Focus; in-depth, balanced Support; lines of reasoning identified and developed coherently and cohesively throughout the composition</li> </ul>
5	<ul style="list-style-type: none"> <li>Subject/position (or issue) clearly identified by an opening statement (may be general)</li> <li>Maintains position/logic throughout</li> <li>Has a closing</li> </ul>	<ul style="list-style-type: none"> <li>Most major points developed by specific detail; a few may be general</li> <li>Some development of depth</li> <li>Word choice may enhance specificity</li> <li>Voice is appropriate to topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Most major points are appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant</li> <li>Some varied sentence structure produces cohesion</li> <li>May have minor digressions</li> </ul>	<ul style="list-style-type: none"> <li>Developed for grade level</li> <li>All features are not equally well-developed throughout the composition</li> </ul>
4	<ul style="list-style-type: none"> <li>Writer may launch into topic without providing an opening statement</li> <li>If previewed, composition develops only previewed points</li> <li>Sufficient Support to maintain subject (cannot be a giant Focus)</li> <li>May have minor Focus drift or lapses in logic (not really separate ideas – repetitious)</li> <li>May lack closing or end abruptly</li> </ul>	<ul style="list-style-type: none"> <li>Some major points developed by specific detail (second-order ideas beyond major point)</li> <li>Some Support may be general</li> <li>May lack depth</li> <li>Voice is present but not consistent</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident</li> <li>Many major points are appropriately paragraphed</li> <li>Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure</li> <li>Transitions may be simplistic, but not intrusive</li> <li>May include minor digressions</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed composition for grade level</li> <li>Simple, clear, presenting nothing more than the essentials</li> <li>Limited depth</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject/position (or issue) may be prompt-dependent (rely on reader’s familiarity with prompt)</li> <li>May have more than one position without a unifying umbrella statement</li> <li>If previewed, develops fewer or more points than delineated in opening (over-promise or over-deliver)</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>Most Support may be general</li> <li>May be list of related specifics with some extension(s)</li> <li>Lacks sufficiency to demonstrate developed Support</li> <li>Voice shifts or disappears</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable structure but the reader may have to infer it</li> <li>May have some inappropriate paragraphing</li> <li>May include inappropriate transitions that disrupt progression of ideas (intrusive: “Firstly,” “Secondly,” “Lastly” used within paragraphs)</li> <li>May include major digression</li> <li>Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the features are not sufficiently formed, but all are present</li> <li>Inference is usually required</li> <li>May be insufficient</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) limited or unclear</li> <li>• Unrelated ideas or major drift from Focus</li> <li>• Off-mode response NOT serving persuasive purpose</li> <li>• May be insufficient writing to determine that the subject/position (or issue) can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Support is undeveloped, limited, or unclear</li> <li>• May be list of unrelated specifics</li> <li>• May be insufficient writing to determine that Support can be maintained</li> <li>• No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is attempted; may be off-mode (NOT serving persuasive purpose)</li> <li>• Little evidence of appropriate paragraphing</li> <li>• Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)</li> <li>• May be insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to address assignment, but only rudiments of techniques for forming Focus, Support, and Organization can be detected</li> <li>• Some confusion and/or disjointedness</li> <li>• Lacks appropriate persuasive structure</li> <li>• May be insufficient writing to determine that features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Subject/position (or issue) absent or confusing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Support is absent or confusing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Confusing; little or no attempt to structure</li> <li>• Little or no evidence of appropriate paragraphing</li> <li>• Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>• Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>• Insufficient writing to show that criteria are met</li> </ul>

**Conventions**

<b>3</b>	<ul style="list-style-type: none"> <li>• Strong knowledge of conventions is demonstrated</li> <li>• Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>• May have minor errors in usage and sentence formation</li> <li>• A variety of sentence structures is evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Partial knowledge of conventions is evident</li> <li>• Severity and density of errors constitute a noticeable pattern</li> <li>• Little attempt at varying sentence structures</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little or no discernable knowledge of conventions</li> <li>• Severity and density of errors is such that meaning is impaired</li> <li>• Sentence structure is simplistic or in error</li> </ul>

---

# *APPENDIX:*

## *III*

### *6 + 1 Traits of Writing*



## Scoring Guide: Organization

**5** The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.

- A. An inviting introduction draws the reader in. A satisfying conclusion leaves the reader with a sense of closure and resolution.
- B. Thoughtful transitions clearly show how ideas connect.
- C. Details seem to fit where they're placed; sequencing is logical and effective.
- D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.
- E. The title (if requested), is original and captures the central theme of the piece.
- F. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience.

The organizational structure is strong enough to move the reader through the text without too much confusion.

- A. The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all loose ends.
- B. Transitions usually work well; at other times, connections between ideas are fuzzy.
- C. Sequencing shows some logic, but is not under enough control to consistently support the ideas. Sometimes, in fact, it is so predictable and rehearsed that the structure distracts from the content.
- D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.
- E. A title (if requested) is present, although it may be uninspired or a restatement of the prompt or topic.
- F. The organization sometimes supports the main point or story line; at other times, the reader feels an urge to slip in a transition or move things around.

**1** Writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

- A. There is no real lead to set up what follows, no real conclusion to wrap things up.
- B. Connections between ideas are confusing or not even present.
- C. Sequencing needs lots and lots of work.
- D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa.
- E. No title (if requested) is present or, if present, does not match well with the content.
- F. Problems with organization make it hard for the reader to get a grip on the main point or story line.

## Scoring Guide: Word Choice

**5** Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.

- A. Words are specific and accurate. It is easy to understand just what the writer means.
- B. Striking words and phrases often catch the reader's eye and linger in the reader's mind.
- C. Language and phrasing is natural, effective, and appropriate for the audience.
- D. Lively verbs add energy while specific nouns and modifiers add depth.
- E. Choices in language enhance the meaning and clarify understanding.
- F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

**3** The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.

- A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.
- B. Familiar words and phrases communicate but rarely capture the reader's imagination.
- C. Attempts at colorful language show a willingness to stretch and grow, but sometimes reach beyond the audience (thesaurus overload!).
- D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.
- E. The words and phrases are functional with only one or two fine moments.
- F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.

**1** The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.

- A. Words are so nonspecific and distracting that only a very limited meaning comes through.
- B. Problems with language leave the reader wondering. Many of the words just don't work in this piece.
- C. Audience has not been considered. Language is used incorrectly, making the message secondary to the misfires with the words.
- D. Limited vocabulary and/or misused parts of speech seriously impair understanding.
- E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.
- F. Jargon or clichés distract or mislead. Redundancy may distract the reader.

## Scoring Guide: Ideas

**5** This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.

- A. The topic is narrow and manageable.
- B. Relevant, quality details give the reader important information that goes beyond the obvious or predictable.
- C. Reasonably accurate details are present to support the main ideas.
- D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original.
- E. The reader's questions are anticipated and answered.
- F. Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high-level performance, though not required.

**3** The writer is beginning to define the topic, even though development is still basic or general.

- A. The topic is fairly broad; however, you can see where the writer is headed.
- B. Support is attempted, but doesn't go far enough in fleshing out the key issues or story line.
- C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose.
- D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.
- E. The reader is left with questions. More information is needed to "fill in the blanks."
- F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic beyond the obvious.

**1** As yet, the paper has no clear sense of purpose or central theme. To extract meaning, the reader must make inferences based on sketchy or missing details.

- A. The writer is still in search of a topic or has not yet decided what the main idea of the piece will be.
- B. Information is limited or unclear, or the length is not adequate for development.
- C. The idea is a simple restatement of the assigned topic or an answer to the question with little or no attention to detail.
- D. The writer has not begun to define the topic in a meaningful, personal way.
- E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.
- F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

## Scoring Guide: Sentence Fluency

**5** The writing has an easy flow, rhythm, and cadence. Sentences are well built with strong and varied structure that invites expressive oral reading.

- A. Sentences are constructed in a way that underscores and enhances the meaning.
- B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.
- C. Purposeful and varied sentence beginnings add originality and energy.
- D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it.
- E. The writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.

**3** The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.

- A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.
- B. Sentences are usually constructed correctly. They hang together; they are sound.
- C. Sentence beginnings are not ALL alike; some variety is attempted.
- D. The reader sometimes has to hunt for clues that show how sentences interrelate through connecting words and phrases.
- E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.

**1** The reader has to practice quite a bit in order to give this paper a fair interpretive reading.

- A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing song rhythm, or a chop-chop cadence that lulls the reader to sleep.
- B. There is little to no "sentence sense" present. Even if this piece were flawlessly edited, the sentences would not hang together.
- C. Many sentences begin the same way and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.
- D. Endless connectives (*and, and so, but then, because, and then, etc.*) or a complete lack of connectives create a massive jumble of language.
- E. The text does not invite expressive oral reading.

## Scoring Guide: Voice

- 5** The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the piece with an awareness of and respect for the audience and the writing's purpose.
- A. The tone of the writing adds interest to the message and is appropriate for the purpose and audience.
- B. The reader feels a strong interaction with the writer, sensing the person behind the words.
- C. The writer takes a risk by revealing who he or she is consistently throughout the piece.
- D. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care.
- E. Narrative writing is honest, personal, and engaging and makes the reader think about and react to the author's ideas and point of view.
- 3** The writer seems sincere but not fully engaged or involved. The result is pleasant, or even personable, but not compelling.
- A. The writer seems aware of an audience but discards personal insights in favor of obvious generalities.
- B. The writing communicates in an earnest, pleasing, yet safe manner.
- C. Only one or two moments here and there intrigue, delight, or move the reader. These places may emerge strongly for a line or two, but quickly fade away.
- D. Expository or persuasive writing lacks consistent engagement with the topic to build credibility.
- E. Narrative writing is reasonably sincere, but doesn't reflect unique or individual perspective on the topic.
- 1** The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.
- A. The writer is not concerned with the audience. The writer's style is a complete mismatch for the intended reader, or the writing is so brief that little is accomplished beyond introducing the topic.
- B. The writer speaks in a kind of monotone that flattens all potential highs or lows in the message.
- C. The writing is humdrum and "risk-free."
- D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or filled with jargon.
- E. The development of the topic is so limited that no point of view is present—zip, zero, zilch, nada.

## Scoring Guide: Conventions

**5** The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.

- A. Spelling is generally correct, even on more difficult words.
- B. The punctuation is accurate, even creative, and guides the reader through the text.
- C. A thorough understanding and consistent application of capitalization skills are present.
- D. Grammar and usage are correct and contribute to clarity and style.
- E. Paragraphing tends to be sound and reinforces the organizational structure.
- F. The writer may manipulate conventions for stylistic effect—and it works! The piece is very close to being ready to publish.

**3** The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.

- A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.
  - B. End punctuation is usually correct; internal punctuation is sometimes missing or wrong.
  - C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.
  - D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.
  - E. Paragraphing is attempted but may run together or begin in the wrong places.
- Moderate editing (a little of this, a little of that) would be required to polish the text for publication.

**1** Errors in spelling, punctuation, capitalization, grammar and usage, and/or paragraphing repeatedly distract the reader and make the text difficult to read.

- A. Spelling errors are frequent, even on common words.
- B. Punctuation (including terminal punctuation) is often missing or incorrect.
- C. Capitalization is random, and only the easiest instances show awareness of correct use.
- D. Errors in grammar or usage are quite noticeable, frequent, and affect meaning.
- E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.
- F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.

## Scoring Guide: Presentation

**5** The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.

- A. If handwritten, the slant is consistent, letters are clearly formed, spacing is uniform between words, and the text is easy to read.
- B. If word-processed, there is appropriate use of fonts and font sizes to invite the reader into the text.
- C. The use of white space on the page allows the intended audience to focus on the text and message without distractions. The formatting suits the purpose for writing.
- D. The use of a title, side heads, page numbering, bullets, and evidence of correct use of a style sheet makes it easy for the reader to access the desired information and text.
- E. There is effective integration of text and illustrations, charts, graphs, maps, and tables. There is clear alignment between the text and visuals.

**3** The writer's message is understandable in this format.

- A. Handwriting is readable, although there may be discrepancies in letter shape and form, slant, and spacing that may make some words or passages easier to read than others.
- B. Experimentation with fonts and font sizes is successful in some places, but begins to get fussy and cluttered in others. The effect is not consistent throughout the text.
- C. While margins may be present, some text may crowd the edges. Consistent spacing is applied, although a different choice may make text more accessible.
- D. Although some markers are present (titles, numbering, bullets, side heads), they are not used to their fullest potential as a guide for the reader to access the greatest meaning from the text.
- E. An attempt is made to integrate visuals and the text, although the connections may be limited.

**1** The reader receives a garbled message due to problems relating to the presentation of the text.

- A. Because the letters are irregularly slanted, formed inconsistently or incorrectly, and the spacing is unbalanced or not even present, it is very difficult to read and understand the text.
- B. The writer has gone wild with multiple fonts and font sizes. It is a major distraction to the reader.
- C. The spacing is random and confusing to the reader. There may be little or no white space on the page.
- D. Lack of markers leaves the reader wondering how one section connects to another and why the text is organized in this manner on the page.
- E. The visuals do not support or further illustrate key ideas presented in the text. They may be misleading, indecipherable, or too complex to be understood.



---

# *APPENDIX:*

## *IV*

### *Pre-test and*

### *Post-test*



































---

# *APPENDIX:*

*V*

*Multiple*

*Intelligences*

*Test*



**MULTIPLE INTELLIGENCES TEST**

Name:..... Date:.....

Read each statement. If it sounds true for the most part, write a T for true. If it doesn't, mark an F for false. If a statement is sometimes true and sometimes false, leave it blank.

- 1..... I'd rather draw a map than give someone directions our loud.
2. .... If I am angry or happy, I sometimes know why.
- 3..... I can play a musical instrument.
4. .... I like to sing songs and raps.
5. .... I can add or multiply quickly in my head.
6. .... I help friends work out their problems and feelings.
7. .... I like to work with calculators and computers.
8. .... I learn new dance steps fast.
9. .... It's easy for me to say what I think in an argument.
10. ... I like listening to speakers talk.
11. ... I find my ways easily in malls and new places without getting lost.
12. ... I like to be with friends at parties.
13. ... I like to listen to music as often as possible.
14. ... I always understand the drawings that come with new toys.
15. ... I like to work puzzles and play games.
16. ... Learning how to ride a bike (or skate) was easy.
17. ... I get upset when I hear an argument that doesn't make sense.
18. ... I can talk friends into changing their minds.
19. ... I have great balance.
20. ... I see patterns and relationships in numbers quickly.
21. ... I enjoy building things with wood and nails.
22. ... I like word games and jokes.
23. ... I can look at an object one way and se it turned sideways or backward just as easily.
24. ... I like to tap out rhythms with my hands.
25. ... I like to work with numbers.
26. ... I like to sit quietly and think about my feelings.

27. ... I enjoy looking at the shapes of buildings.
28. ... I like to hum, whistle, or sing when I'm alone.
29. ... I'm good at sports.
30. ... I enjoy writing letters to friends.
31. ... I can always tell what look is on my face.
32. ... I can tell how people feel by the look on their faces.
33. ... I usually know how I feel.
34. ... I can usually tell what type of mood other people are in.
35. ... I can usually tell what others think of me.
36. ... I like to explore living things (animals, plants, etc.)
37. ... I notice patterns and things from nature easily.
38. ... I have keen senses and observe and remember things from my environment and surroundings.
39. ... I like animals and I like to know and remember things about them.
40. ... I really appreciate being outside and doing things like camping, hiking or climbing, even just sitting quietly and noticing the subtle differences in the world of nature.

**SCORING. 'WHERE DOES YOUR INTELLIGENCE LIE?'**

Place a T or F (according to your answers) on the dotted lines. Add all the T in each line to find out how strong you are in each one of the intelligences.

- A. 9 ..... 10..... 17 ..... 22..... 30 ..... = ..... (Word Smart)
- B. 5 ..... 7 ..... 15 ..... 20 ..... 25 ..... = ..... (Number Smart)
- C. 1 ..... 11..... 14 ..... 23..... 27 ..... = ..... (Art Smart)
- D. 8 ..... 16 .....19 ..... 21 ..... 29 ..... = ..... (Body Smart)
- E. 3 ..... 4..... 13 .....24..... 28 ..... = ..... (Music Smart)
- F. 2 ..... 6 ..... 26 ..... 31 ..... 33 ..... = ..... (Self-smart)
- G. 12 .....18..... 32 .....34..... 35 ..... = ..... (People Smart)
- H. 36 ..... 37 .....38 .....39 ..... 40 ..... = ..... (Nature Smart)

---

**Test Taken from:**

Bower, B., and Lobdell, J. (2005). *Social Studies Alive*. Palo Alto, CA: Teachers' Curriculum Institute. (pags. 113-114).

We added five more questions to incorporate the naturalistic intelligence in this test. They were taken from:

Wilson, L.O. (1998). "Journeys: Inside out, inside in." Zephyr Press.

<<http://www.newhorizons.org/strategies/environmental/wilson2.htm>>

[Accessed September 1, 2008]



---

*APPENDIX:*

*VI*

*ISBE GOALS*

*FOR*

*WRITING*

**STATE GOAL 3: Write to communicate for a variety of purposes.**

**Why This Goal Is Important:** The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

**A. Use correct grammar, spelling, punctuation, capitalization and structure.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.A.1</b> Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.	<b>3.A.2</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.	<b>3.A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	<b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	<b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

**B. Compose well-organized and coherent writing for specific purposes and audiences.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.B.1a</b> Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	<b>3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	<b>3.B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	<b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	<b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

<p><b>3.B.1b</b> Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).</p>	<p><b>3.B.2b</b> Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p>	<p><b>3.B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p>	<p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	
	<p><b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.</p>		<p><b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	
	<p><b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>			

**C. Communicate ideas in writing to accomplish a variety of purposes.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>3.C.1a</b> Write for a variety of purposes including description, information, explanation, persuasion and narration.	<b>3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).	<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience.	<b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	<b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
<b>3.C.1b</b> Create media compositions or productions which convey meaning visually for a variety of purposes.	<b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.	<b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.	<b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).

**STATE GOAL 1: Read with understanding and fluency.**

**Why This Goal Is Important:** Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

**A. Apply word analysis and vocabulary skills to comprehend selections.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>1.A.1a</b> Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	<b>1.A.2a</b> Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	<b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	<b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
<b>1.A.1b</b> Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	<b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	<b>1.A.3b</b> Analyze the meaning of words and phrases in their context.	<b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.	<b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

**B. Apply reading strategies to improve understanding and fluency.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>1.B.1a</b> Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	<b>1.B.2a</b> Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	<b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.	<b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	<b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.
<b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	<b>1.B.2b</b> Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	<b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	<b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	<b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.

<b>1.B.1c</b> Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	<b>1.B.2c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	<b>1.B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	<b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.	<b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
<b>1.B.1d</b> Read age-appropriate material aloud with fluency and accuracy.	<b>1.B.2d</b> Read age-appropriate material aloud with fluency and accuracy.	<b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.		<b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.

**C. Comprehend a broad range of reading materials.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>1.C.1a</b> Use information to form questions and verify predictions.	<b>1.C.2a</b> Use information to form and refine questions and predictions.	<b>1.C.3a</b> Use information to form, explain and support questions and predictions.	<b>1.C.4a</b> Use questions and predictions to guide reading.	<b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.
<b>1.C.1b</b> Identify important themes and topics.	<b>1.C.2b</b> Make and support inferences and form interpretations about main themes and topics.	<b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	<b>1.C.4b</b> Explain and justify an interpretation of a text.	<b>1.C.5b</b> Analyze and defend an interpretation of text.
<b>1.C.1c</b> Make comparisons across reading selections.	<b>1.C.2c</b> Compare and contrast the content and organization of selections.	<b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	<b>1.C.5c</b> Critically evaluate information from multiple sources.
<b>1.C.1d</b> Summarize content of reading material using text organization (e.g., story, sequence).	<b>1.C.2d</b> Summarize and make generalizations from content and relate to purpose of material.	<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.

<b>1.C.1e</b> Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	<b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	<b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	<b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
<b>1.C.1f</b> Use information presented in simple tables, maps and charts to form an interpretation.	<b>1.C.2f</b> Connect information presented in tables, maps and charts to printed or electronic text.	<b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.	<b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.	<b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

**STATE GOAL 4: Listen and speak effectively in a variety of situations.**

**Why This Goal Is Important:** Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.

**A. Listen effectively in formal and informal situations.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.A.1a</b> Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	<b>4.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	<b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	<b>4.A.5a</b> Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.

<b>4.A.1b</b> Ask questions and respond to questions from the teacher and from group members to improve comprehension.	<b>4.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	<b>4.A.3b</b> Compare a speaker's verbal and nonverbal messages.	<b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	<b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.
<b>4.A.1c</b> Follow oral instructions accurately.	<b>4.A.2c</b> Restate and carry out a variety of oral instructions.	<b>4.A.3c</b> Restate and carry out multistep oral instructions.	<b>4.A.4c</b> Follow complex oral instructions.	
<b>4.A.1d</b> Use visually oriented and auditorily based media.		<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	<b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	

**B. Speak effectively using language appropriate to the situation and audience.**

<b>EARLY ELEMENTARY</b>	<b>LATE ELEMENTARY</b>	<b>MIDDLE/JUNIOR OR HIGH SCHOOL</b>	<b>EARLY HIGH SCHOOL</b>	<b>LATE HIGH SCHOOL</b>
<b>4.B.1a</b> Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	<b>4.B.2a</b> Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	<b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	<b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

<p><b>4.B.1b</b> Participate in discussions around a common topic.</p>	<p><b>4.B.2b</b> Use speaking skills and procedures to participate in group discussions.</p>	<p><b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.</p>	<p><b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p><b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>
	<p><b>4.B.2c</b> Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).</p>	<p><b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).</p>	<p><b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>
	<p><b>4.B.2d</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.</p>	<p><b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.</p>	<p><b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p><b>4.B.5d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).</p>



**Teaching Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Kagan Cooperative Strategies.**



**Vol. I Lessons 1 – 33**

**Maria Isabel Garcia Garrido**

Lesson number	Content Areas	Topic of the Lesson	Context	Introductory Activity	Page No.
<b>Introductory Lessons</b>					
<b>1</b>	Listening; Speaking; Reading; Writing; Art; Socio Emotional Development.	Learn about Cooperative Strategies (1)	"Create rules for working in groups." (1)	"Build the most words in two minutes."	1-12
<b>2</b>	Listening; Speaking; Reading; Writing; Math; Art; Socio Emotional Development.	Learn about Cooperative Strategies (2)	"Create rules for working in groups." (2)	"Build what I write. A Thinking Puzzle."	13-28
<b>3</b>	Listening, Speaking, Reading; Writing; Math; Socio Emotional Development.	Learn about Intelligence (1)	"List definitions and opinions of what intelligence is. (1)"	"Word Sudoku."	29-42
<b>4</b>	Listening, Speaking, Reading; Writing; Science; Socio Emotional Development.	Learn about communication strategies.	"Write a short story where you will use some communication strategies."	"Find the family members." (1)	43-68
<b>5</b>	Listening, Speaking, Reading; Writing; Science; Socio Emotional Development.	Learn about Multiple Intelligences. (1)	"Give reasons in order to describe intelligent people."	"Find the family members." (2)	69-86
<b>6</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Multiple Intelligences (2)	"Write a definition of Intelligence".	"Are you smart?"	87-100
<b>7</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Music.	Learn about Multiple Intelligences (3).	Write an "I am smart" statement.	"What type of music is this?"	101-116
<b>8</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Math.	Learn about Multiple Intelligences (4).	Journal Writing: "The activity that I liked the most"	"Find somebody who."	117-136

<b>9</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.	Learn about Multiple Intelligences (5).	Journal Writing: "The activity that I liked the most." (2)	"Pictionary."	137-154
<b>10</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Art	Learn about Multiple Intelligences (6).	Journal Writing: "All the things that I can do." (1)	"Dance to the rhythm and create a title with your body."	155-170
<b>11</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Music.	Learn about Multiple Intelligences (7).	Journal Writing: "All the things that I can do (2)."	"Anagram."	171-192
<b>Persuasive Lessons</b>					
<b>12</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Bullying (1).	"Fill out a favorite character table."	"Role Play."	193-218
<b>13</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Bullying (2) and persuasive writing (1).	"Write a persuasive letter to a bully (Part 1)."	"Put Ups." (Write something good about a partner.)	219-240
<b>14</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Bullying (3) and persuasive writing (2).	"Write a persuasive letter to a bully (Part 2)."	"Write a thank you note to the person who wrote something good about you."	241-254
<b>15</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Bullying (4) and persuasive writing (3).	"Write a persuasive letter to the principal".(1)	"Write an about me pamphlet."	255-274
<b>16</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Bullying (5) and persuasive writing (4).	"Write a persuasive letter to the principal." (2)	"Special Candy."	275-288
<b>17</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Social Studies.	Learn about persuasive writing (5) and Editing.	"Revise your partners' compositions: Write a persuasive letter to the principal".	"I am special (name tag)."	289-310

# Expository Lessons

<b>18</b>	Listening; Speaking; Reading; Writing; Social Studies; Socio Emotional Development; Social Studies.	Learn about Expository Writing (1).	"Write an expository essay titled: I am SPECIAL." (1)	"Magic Box."	311-342
<b>19</b>	Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.	Learn about Expository Writing. Description. (2).	"Write an expository essay titled: I am SPECIAL." (2)	"Smile Contest."	343-368
<b>20</b>	Listening, Speaking, Reading; Writing; Health / Socio Emotional Development.	Learn about Expository Writing. Description. (3).	"Write an expository essay titled: I am SPECIAL." (3)	"The Secret Identity."	369-386
<b>21</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (4): Describing a person (4).	"Write an expository essay titled: Someone very important in my life." (1)	"Bingo – Look / Appearance." (1)	387-408
<b>22</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (5): Describing a person (5).	"Write an expository essay titled: Someone very special in my life." (2)	"Bingo – Character / Personality." (2)	409-428
<b>23</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (6): Describing a Person (6). Editing.	"Revise your partners' compositions: Someone very important in my life".	"Check it out."	429-450
<b>24</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (7): Describing an Object (1).	Write an expository essay titled: My future job." (1)	"Guess my job." (1)	451-470
<b>25</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (8): Describing and Object (2).	"Write an expository essay titled: My future job." (2)	"Guess my job." (2)	471-488

<b>26</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (9): Describing and Object (3). Editing / Revising.	"Write an expository essay titled: My future job." (3)	"Guess my job." (3)	489-506
<b>27</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.	Learn about Expository Writing. Description (10): Describing an animal (1).	"Write an expository essay titled: My favorite animal." (1)	"Role Play: Guess the animal."	507-532
<b>28</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.	Learn about Expository Writing. Description (11): Describing an animal (2).	"Write an expository essay titled: My favorite animal." (2)	"Game: Animals Body Parts." (1)	533-566
<b>29</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.	Learn about Expository Writing. Description (12): Describing an animal (3).	"Write an expository essay titled: My favorite animal." (3)	"Game: Fish – Animals Behaviors and Animals Feeding Habits"	567-596
<b>30</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.	Learn about Expository Writing. Description (13): Describing and Animal (4).	"Write an expository essay titled: My favorite animal." (4)	"Habitat."	597-612
<b>31</b>	Listening; Speaking; Reading; Writing; Science; Art; Socio Emotional Development.	Learn about Expository Writing. Description (14): Describing and Animal (5). Editing / Revising.	"Edit your partners' essay titled: My favorite animal." (5)	Choose among: 1) "Role Play: Guess the animal."; 2) "Animals Body Parts."; 3) "Fish – Animals Behaviors and Animals Feeding Habits"; 4) "Habitat".	613-622
<b>32</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (15).	"My favorite food. (1)"	"Guessing the continent where a food is from." (1)	623-654
<b>33</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (16).	"Write and Edit an expository essay titled: My favorite food. (2)"	"Guessing the continent where a food is from." (2)	655-670



## LESSON NUMBER: 1

➤ **TOPIC OF THE LESSON:**

Learn about Cooperative Strategies. (1)

➤ **CONTEXT:**

“Create rules for working in groups.” (1)





**TOPIC OF THE LESSON:** Learn about Cooperative Strategies (1)

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Create rules for working in groups.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Art; Socio Emotional Development.

**LESSON NUMBER:** 1

.....  
**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to understand and apply the meaning of cooperative strategies.
- Students will be able to identify appropriate and inappropriate behaviors.
- Students will be able to build physical words using pipe cleaners.

**1.2. Language Objectives:**

- Students will be able to create and write a short set of rules that apply at: school, family dinner, doctor’s office and street.
- .....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Rotating Recorder; 1.2. Numbered Heads Together; 1.3. Designing, building; 1.4. Discussion; 2. Modelling.

.....

**3. ACTIVITIES:**

**3.1. Materials:** Pipe cleaners, supplies: a) *Students’ Supplies:* Paper, pencils, scissors, markers, crayons, writing paper, erasers, sharpener, rulers, etc; b) *Classroom Supplies:* Overhead projector, chalkboard, construction and bulletin board paper, etc.

Note 1: For the rest of the lessons, we will refer to students’ school supplies and classroom supplies as ‘school supplies’.

Note 2: Teacher will also use transparencies to explain the main ideas of each lesson, when needed. Also, teacher will provide students with instructions sheets for their activities, when needed.

**3.2. Introductory Set:**

☞ **Introductory Activity:** “Build the most words in two minutes.”

☞ **Cooperative Strategies:** Designing, Building, Discussion

☞ **Description:** Teacher will make it interesting by:

- Presenting students with different colors pipe cleaners that will be used to build words.

- 1) Teacher will tell students they have two minutes to create different words. The team that creates the most words is the winning team.
- 2) Teacher will provide some kind of reward (Ex. Points – for a points contest -; Computer passes; or any other element that is being part of the positive reinforcement plan that is being held in the class) for all the participants along with expressing verbal compliments (when students work cooperatively in a respectful and efficient manner).
- 3) Once the words are completed, teacher will lead students into a discussion where they will consider the factors that made one particular team to build the most words. Teacher will ask questions such as:
  - 3.1. What happened after I told the teams they have two minutes to build their words?
  - 3.2. Did everybody focus on what they were supposed to do?
  - 3.3. Did they examine the pieces?
  - 3.4. Did they discuss how they could maximize the fact that they were working in groups?
  - 3.5. What do you think were the main factors that lead the winning group to their success?

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.***

☞ A.1. Definition of the terms to be learned:

“Today we will learn what “Cooperative Strategies are”. Teacher will use the overhead projector to show students a transparency of the terms to be learned. (See transparency).

Teacher will also ask some questions to make sure students understand the concepts. Some examples are: “Could you give me an example of one time you have worked with your partner to solve a problem? Do you prefer to work with your class mates or to work individually? Why?”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to tell me some of the rules we need to apply when we are in some particular situations”.

☞ A.3. Why is this important?

“I am going to give you one reason that, from my point of view, makes rules for working together important. One day, you will have a job where you will be working with other people. If you want to be successful and happy in your job, you will need to know how to work with others. At the end of this lesson, you will also be given the opportunity to express your personal understanding about the importance of learning how to work with others”.

☞ A.4. What are the students going to do?

“Now, we are going to create a list of the rules that will apply in some situations. You will work in groups of four using the cooperative strategies *Rotating Recorder* and *Numbered Heads Together*”.

***B. Teacher will model the activity.***

Teacher will provide an example of a rule that students should follow when working on a group.

Ex. Always listen to what your partner has to say.

***C. Students Practice.***

☞ **Activity:** “What are the rules at these places: school, family dinner, doctor’s office and street?”

☞ **Cooperative Strategies:** *Rotating Recorder*; *Numbered Heads Together*

☞ **Description:** A short description of this activity is provided above (see section: A.4.) Moreover, the teacher will give students an activity sheet (see: Activity sheet 1) where they could read a detailed description of how to perform this activity.

**3.4. Closure of the lesson:**

***A. Repeat overall big picture of what students were supposed to learn.***

Review what cooperative strategies are. “Working together as a group to come out with a plan to solve something”.

Allow students to play a game – during 5 or 6 minutes – where they will have to be cooperative. Teacher should reinforce, through positive comments (such as: “I like the way everybody is working together in this team; you are working as a real team.... Etc.”) effective team efforts.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one of the rules that you wrote on your paper?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Cooperative Work. Football Team. (See visual)

☞ Game:

*Backlash* (cooperative/active)

Equipment: 4 round balloons.

Divide the group into two teams, and then divide each team into pairs. This is a relay race, and the racecourse can extend across a large field or around a building. Mark a start and finish line. Teams of pairs space themselves equally from one end of the racecourse to the other. Pairs stand back to back with elbows linked. Blow up 4 large balloons and give two each to the first pair from each team. One balloon is held in each hand of each player. When the leader says "Go", the first two pairs make their way to the next pair of linked players. The first pair transfers its balloons to the next pair. The first team to cross the finish line wins.

***D. Inform students of topic of next lesson.***

In our next lesson we will continue working on learning about the importance of being cooperative.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. Which is true or false: 1) When you work with partners combining your ideas and efforts towards completing a particular activity you are working cooperatively.(T). 2) When you work on something by yourself and you tell a partner about what you did you are working cooperatively. (F) 3) When two students work independently, on solving a particular problem, and once they are finished they compare and contrast their projects to find out what the best solution to the problem is, they are working cooperatively. (T).

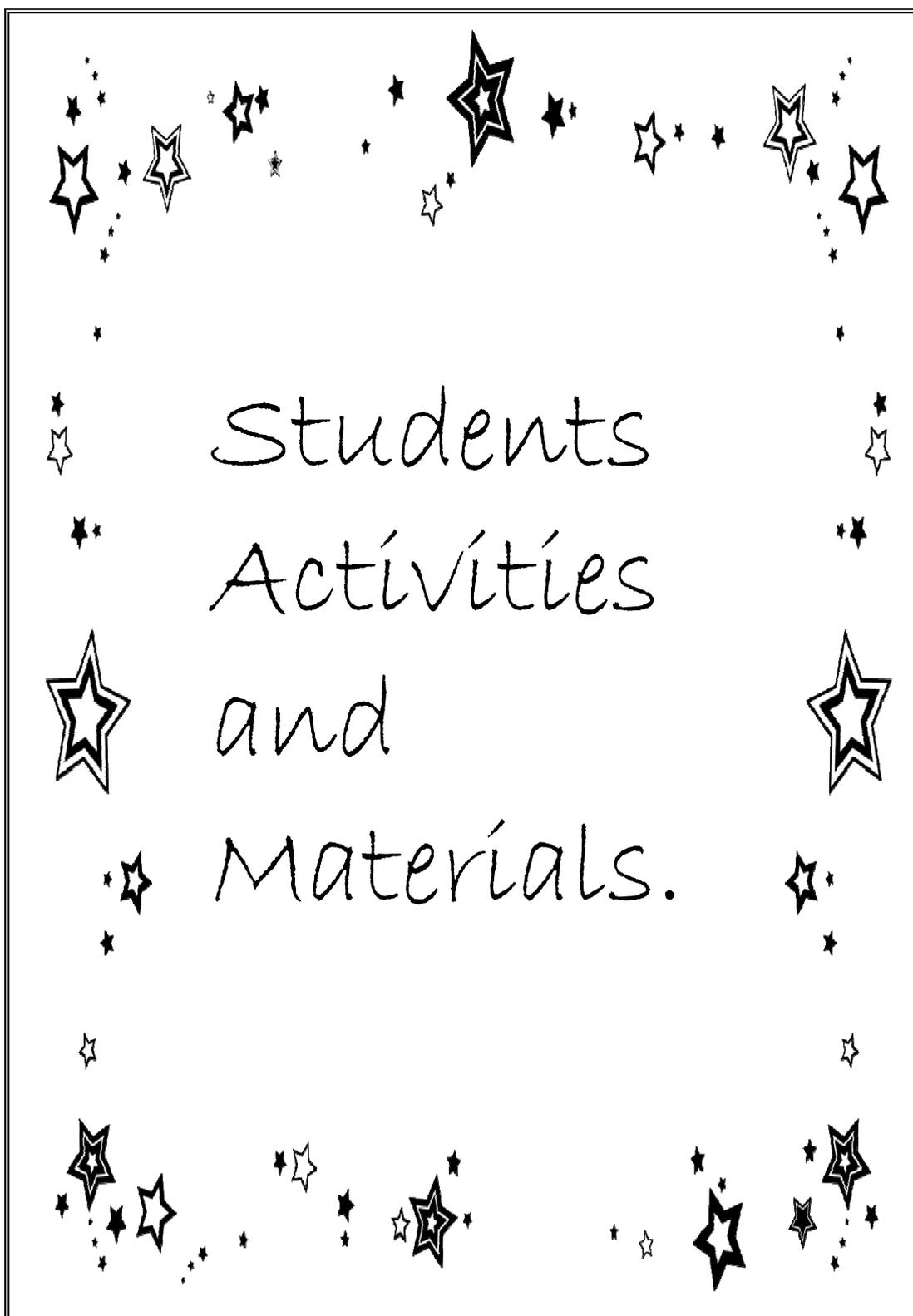
➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what is the meaning of 'working cooperatively'?
  - ✓ 2. Can you explain, using your own words, what are some of the benefits of working with others?
- 3. Application
- ✓ 1. Could you think about some experiences of your own where you could be using these cooperative strategies?
  - ✓ 2. Would these cooperative strategies be useful in any situation? Why?
- 4. Analysis
- ✓ 1. What are some of the problems that you find in the application of these cooperative strategies?
- 5. Synthesis
- ✓ 1. Can you create new and unusual situations where you would use cooperative strategies?
- 6. Evaluation
- ✓ 1. Are you a person who enjoys working with others or do you rather work on your own?
  - ✓ 2. How effective do you think you are when you are working with others?
  - ✓ 3. Do you believe cooperative strategies should be implemented in each classroom? Why?

#### 4.1.3. *Student self assessment using Multiple Intelligences Theory.*

#### 4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**LESSON TRANSPARENCY. COOPERATIVE LEARNING****COOPERATIVE LEARNING**

**1. Cooperation** is working together to accomplish shared goals.

**2. Cooperative Learning Groups:**

2.1. Students are assigned to work together.

2.2. They know that their success depends on the efforts of all group members.

2.3. Members hold themselves and each other accountable for doing high quality work to achieve their mutual goals.

2.4. Group members work face-to-face to produce joint work-products.

2.5. Students promote each other's success through helping, sharing, assisting, explaining, and encouraging.

2.6. Group members are taught teamwork skills and are expected to use them to coordinate their efforts and achieve their goals.

**3. Strategy:** A plan for doing something.

**4. Cooperative Strategies:** When people work together and come out with a plan to solve something. Example: "How are we going to solve this problem? We all are going to work together as a team – using round table strategy to find the solution".

**ACTIVITY: WHAT ARE THE RULES AT THESE PLACES?**

You will do this activity using the cooperative strategy *Rotating Recorder*: 1) Students take turns recording / writing team responses on the lines provided below. 2) There will be 1 paper and 1 pencil per team. 3) The paper will move clockwise.



1. SCHOOL



2. STREET



3. FAMILY DINNER



4. DOCTOR'S OFFICE

**1. Rules at the school:**

.....  
.....  
.....  
.....

**2. Rules on the street:**

.....  
.....  
.....  
.....

**3. Rules at a family dinner:**

.....  
.....  
.....  
.....

**4. Rules at the doctor's office:**

.....  
.....  
.....  
.....

You will present the results of your activity using the cooperative strategy *Numbered Heads Together*: 1) Students give themselves a number (from 1 to 4). 2) A number is selected (using spinner) or called by teacher. The student with that number responds.

**Interesting Fact****Cooperative Work – Football Team.**

There are 11 players from a football team on the field at a given time. If any player doesn't follow their assignment the team, as a whole, will fail and lose the game. For example: if an offensive lineman misses his block, the quarterback will get sacked; or if the wide receiver isn't in the spot he is supposed to be, the quarterback will have no one to throw to. NFL teams practice for months before the season and everyday between games so they can work cooperatively as a team and succeed.

**Maria Isabel Garcia Garrido**





## LESSON NUMBER: 2

- **TOPIC OF THE LESSON:**  
Learn about Cooperative Strategies. (2)
- **CONTEXT:**  
“Create rules for working in groups.” (2)





**TOPIC OF THE LESSON:** Learn about Cooperative Strategies (2)

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Create rules for working in groups”. (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Math; Art; Socio Emotional Development.

**LESSON NUMBER:** 2

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to understand and apply the meaning of cooperative strategies.
- Students will be able to identify appropriate and inappropriate behaviors.

**MATH:**

STATE GOAL 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

C. Construct convincing arguments and proofs to solve problems.

9. C.2 Formulate logical arguments about geometric figures and patterns and communicate reasoning.

**ART:**

STATE GOAL 25: Know the language of the arts.

B. Understand the similarities, distinctions and connections in and among the arts.

25. B.2 Understand how elements and principles combine within an art form to express ideas.

### **1.2. Language Objectives:**

- Same of previous lesson.
- .....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Rotating Recorder; 1.2. Numbered Heads Together; 1.3. 4 S Brainstorming; 1.4. Designing, building; 1.5. Discussion. 2. Modelling.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies, Geometric shapes chart.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson: Who remembers what working in a group is? What is the name that we give to those strategies we use when working with our partners? Could you tell me one positive thing of working in a group? Could you tell me some of the rules you have to follow when you work with your partners?
- ✓ Student Self-assessment:

☞ **Introductory Activity:** “Build what I write. A Thinking Puzzle.”

☞ **Cooperative Strategies:** Designing, Building, Find my rule, Discussion.

☞ **Description:** Teacher will make it interesting by:

- Inviting students to participate in a game called: “Build what I write. A thinking puzzle.” Teacher will provide students with a set of written rules and one example. See below on the section called: “Activity: ‘Build what I write. A Thinking Puzzle.’”
  - 1) In their groups, students will have to figure out the right order of some geometric shapes using the cooperative strategy Find My Rule.
  - 2) Once they figure out the order, they will have to write the name of that shape around it; this is they will write the name of the shape forming a shape.
  - 3) Teacher will provide some kind of reward for all the participants along with expressing verbal compliments to those who work in a cooperative, respectful and efficient manner.
  - 4) Once the activity is finished, teacher will lead students into a debate where they will discuss the factors that made one particular team to be the fastest one to find the right order. (See questions from previous lesson).

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.***

☞ A.1. Definition of the terms to be learned:

“Today we will continue learning about “Cooperative Strategies” ”. Teacher will use the overhead projector to review the transparency of the terms to be learned. (Teacher will use transparency from previous lesson).

Teacher will also ask some questions to make sure students understand the concepts. Some examples are: “Could you give me a reason why you would prefer to work with a partner while working on a project? In what ways do you think it could be easier or more difficult to work with somebody? What do you think would be the best way of working with some partners; could you tell me a rule that every body in the team should follow?”

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson).

“Today, at the end of this lesson, you will be able to tell me some of the rules we need to apply when we are working as a team.”

☞ A.3. Why is this important?

The teacher will give an example in which there was a successful team effort.

Example:

“Working in a team is really important for many different reasons; one of them is that if you combine your efforts with somebody, in a positive way, you may get great results. I am going to tell you about a time when that has been true for me. One time, when I was living in Spain and I was in seventh grade, there was a competition in my school to paint some of the outside walls of the building. The topic was “Global Peace”. I was not very artistic, but I loved to write. I made a team with a friend of mine who was a great painter. She drew a really nice dove, with its wings wide open on a brilliant blue sky. Below the dove there were happy children having tons of fun on the playground of a school. I wrote a poem along the shape of the dove that talked about the benefits of “Global Peace”. It looked awesome. We both combined our efforts in a positive way; we always respected each other. We were part of the teams that won; we painted a section of the outside walls of my primary school. That painting is still there. Every time that I go back to Spain, and I drive around my old school, I remember that moment with a big smile on my face.”

☞ A.4. What are the students going to do?

“Now, we are going to create a list of the rules that we will apply when we are working in a group.”

***B. Teacher will model the activity.***

(Same of previous lesson)

Teacher will provide an example of a rule that students should follow when working on a group.

Ex. Always listen to what your partner has to say.

### ***C. Students Practice.***

☞ **Activity:** “Create an art project with the five most important rules you should consider while working with your partners.”

☞ **Cooperative Strategies:** 4 S Brainstorming; Numbered Heads Together.

☞ **Description:**

➤ Students will create a list of rules to work on a group. Students will present their ideas on an art project – they need to include at least five rules and illustrate them -. This activity will have three parts.

- 1) Part 1. Assign roles. Each student will have to discuss, as a group, what role they want to have in the team. (See: 4 S Brainstorming Roles sheet).
- 2) Part 2. Recording Sheet: “These are our ideas.” Once they have decided their roles, they will write their rules on a work sheet titled: “These are our ideas”. When finished, they will present their findings using the cooperative strategy Numbered heads together.
- 3) Part 3. Art project. Students will gather together in groups and will work (see Art Co-workers Roles Sheet) on their art project. When finished, the architect will present the project to the rest of the class.

### **3.4. Closure of the lesson:**

***A. Repeat overall big picture of what students were supposed to learn.***

(Same of previous lesson)

Review what cooperative strategies are. “Working together as a group to come out with a plan to solve something”.

Allow students to play a game – during 5 or 6 minutes – where they will have to be cooperative. Teacher should reinforce, through positive comments (such as: “I like the way everybody is working together in this team; you are working as a real team.... Etc.”) effective team efforts.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one of the rules that you wrote on your art project?

**C. Add a closing story or interesting fact.**

☞ Interesting Fact: (See visual)

☞ Game:

*Shoe Twister* (cooperative/circle/moderate)

Everyone takes off one shoe and puts it in the centre of the circle. Everyone joins hands. On "Go", everyone gets a shoe from centre and finds the person who owns it, and puts it back on that person without letting go of hands of people beside them.

**D. Inform students of topic of next lesson.** Next writing lesson is going to be about intelligence. We are going to find out what kind of intelligence you have.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. **Check for understanding:** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts. Since this lesson is the second part of the previous lesson, teacher will ask the same set of questions that were asked on lesson 1. Through the repetition of these questions, the teacher will try to observe if there has been a significant increased of knowledge in the targeted area, this is learning about cooperative strategies.

4.1.3. **Student self assessment using Multiple Intelligences Theory.**

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric. (See general assessment rubric).

4.2.2. **Art project rubric.**

**Art project rubric.**

Names of the students working in the group:

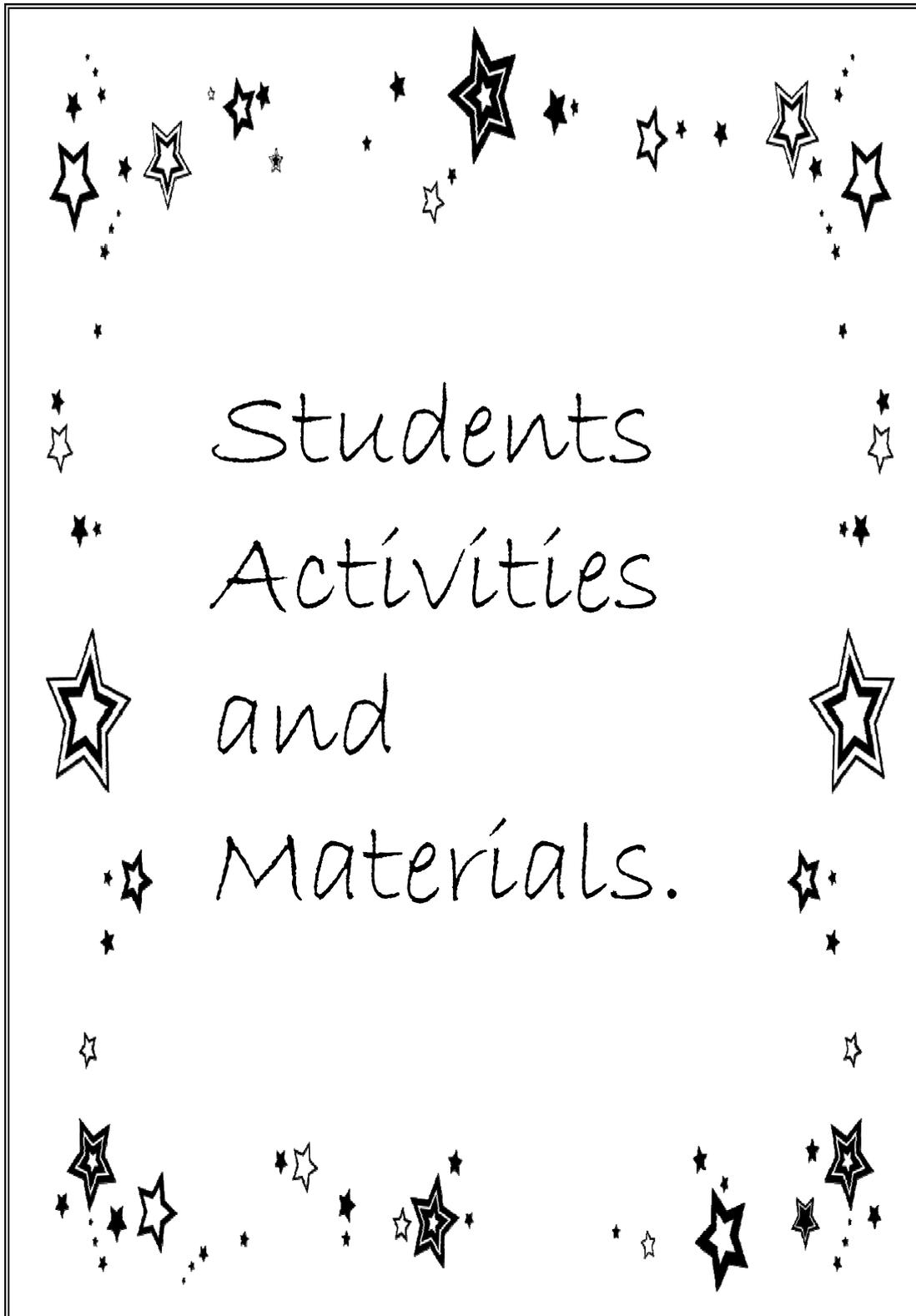
1) .....2).....

3) .....4).....

Score..... Date.....

EXCEEDS	MEETS	DOES NOT MEET
Five rules are present	4-3 Rules	2 – 0 Rules

No spelling mistakes	1-3 Spelling mistakes	4 - ...Spelling mistakes
All the drawings are finished	1 drawing missing	2-... Drawings missing



Students  
Activities  
and  
Materials.

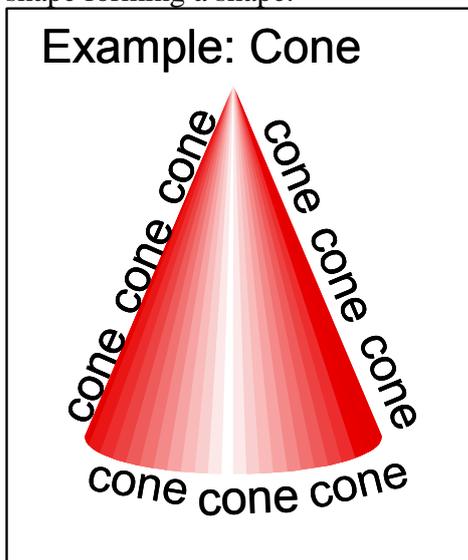
**Introductory Activity: “Build what I write. A Thinking Puzzle”.**

Use the clues to figure out how to rearrange the shapes. The solution is a sequence of 4 different geometric shapes. The order of the pictures is important.

These are the instructions to solve this THINKING PUZZLE.

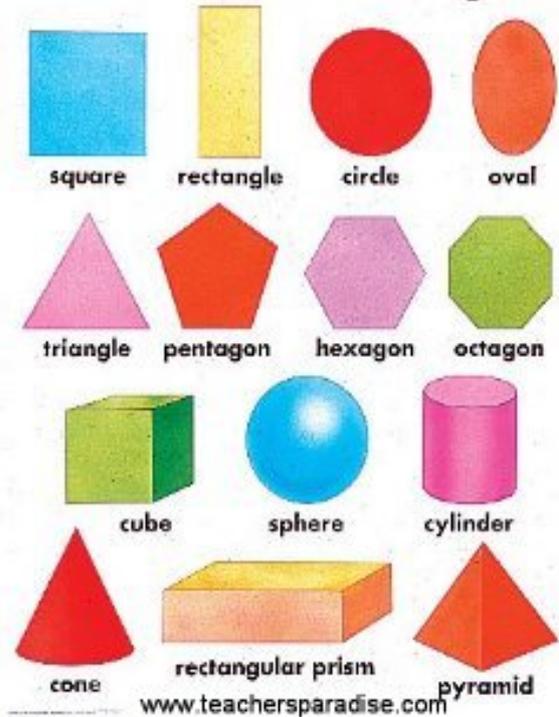
- 1) With your partners, check the names of all of the geometric shapes that appear on the geometric shapes chart. You will have to glue and write the name of four pieces in a particular order.
- 2) You will find all those pieces in the plastic bag.
- 3) Read carefully all the clues that I am giving you so you can figure out the right order.
  - 3.1. The circle is in the solution.
  - 3.2. None of the pictures that appear on the geometric shapes chart are in the same order of the solution.
  - 3.3. The circle and the cone are in the solution.
  - 3.4. Neither the circle nor the cone is in the last position.
  - 3.5. The third piece has eight sides.
  - 3.6. The second piece is similar to an ice cream cone.
  - 3.7. The cube is in the solution and it is not the first piece.

Note: Do not glue anything until you both agree that you found the right position for a particular shape. Once that you have the right geometric shape (check with your teacher), you will write the name of that shape around it; this is you will write the name of the shape forming a shape.

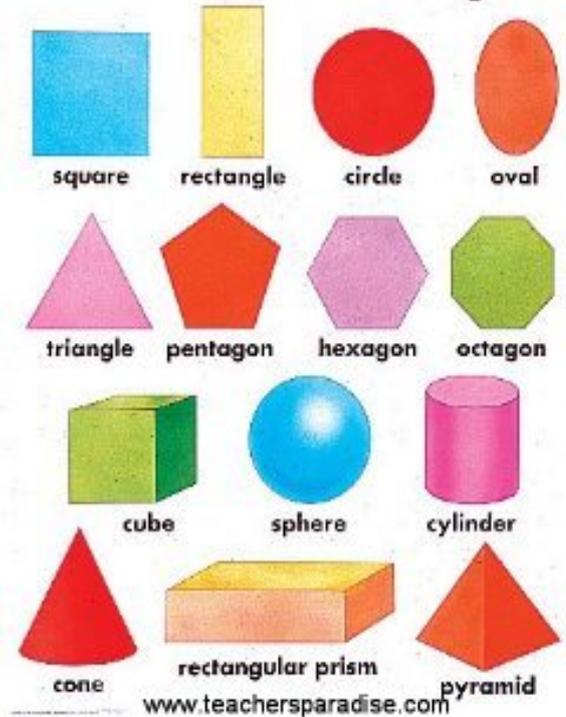


Geometric shapes chart.

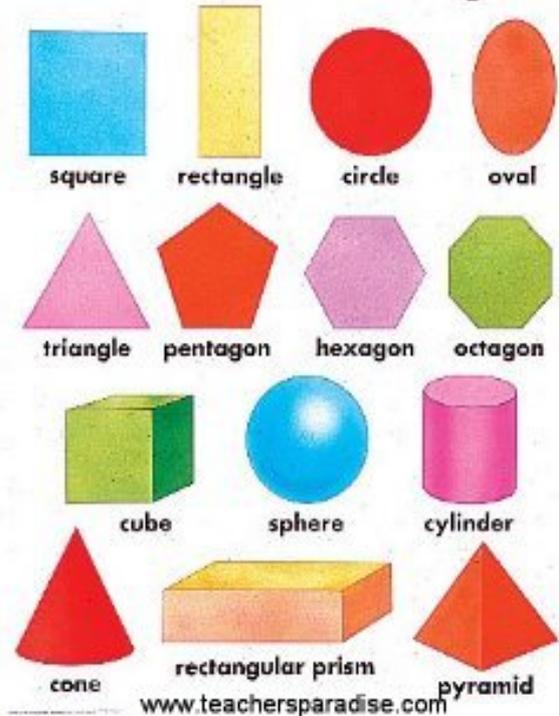
## Geometric Shapes



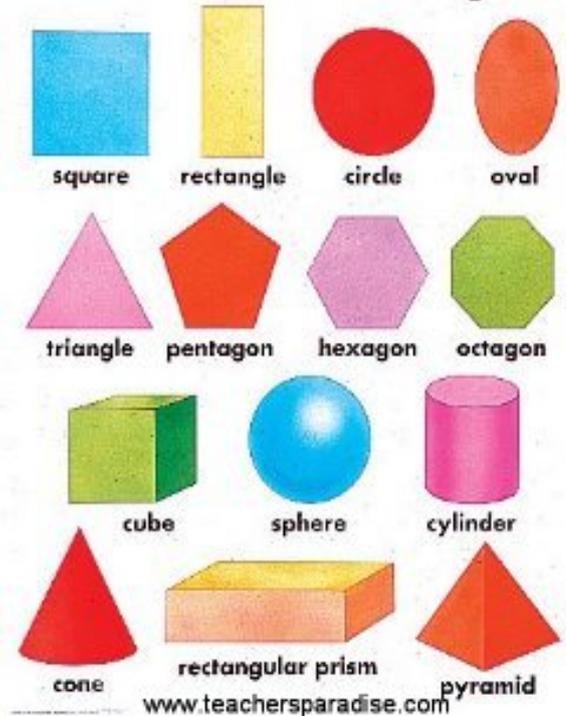
## Geometric Shapes



## Geometric Shapes



## Geometric Shapes



**Activity: Art Project. Part 1. Assign roles. 4 S Brainstorming (Roles Sheet). “Create an art project with the five most important rules you should consider while working with your partners.”**

Now, we are going to create a list of the rules that will apply when we are working in a group. You will present that on an art project – you need to include at least five rules and illustrate them-. You will be working together as a group to generate that list. 1) You will use the cooperative strategy 4 S Brainstorming to come out with all the ideas / rules you want to include in your art project. 2) When the activity is finished, each of you has to write something that you have done to contribute to the team.

Name:	Job:
	<p>1. <u>Sultan of Silly</u>: encourages silly ideas. This person says things like: “Let’s have a crazy idea!” “Can anyone think of something funny?”</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <u>Synergy Guru</u>: asks team-mates to expand or combine ideas, records / writes ideas on a piece of paper. This person says things like: “Let’s build on that...” “Let’s combine these ideas”.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <u>Sergeant Support</u>: affirms all ideas and ensures judgement is suspended during brainstorming. This person says things like: “All ideas are great!” “That’s an excellent idea”. “I really like that!”</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <u>Speed Captain</u>: encourages many ideas to be generated quickly. This person says things like: “We only have one minute left”. “Let’s hurry!” “Let’s get quicker with our responses”.</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Activity: Art Project. Part 2. Recording Sheet: “These are our ideas.” “Create an art project with the five most important rules you should consider while working with your partners.”**

Use this page to record / write all the ideas you are coming out with as a group. Remember that everybody needs to contribute. Once you have recorded all the ideas, please, highlight the ones you are going to include in your art project. You will present the results of your activity – the five most important rules that you came out with - using the cooperative strategy *Numbered Heads Together*: 1) Students give themselves a number (from 1 to 4). 2) A number is selected (using spinner) or called by teacher. The student with that number responds.

**Idea 1**

.....  
.....

**Idea 2.**

.....  
.....

**Idea 3.**

.....  
.....

**Idea 4.**

.....  
.....

**Idea 5.**

.....  
.....

**Idea 6.**

.....  
.....

**Idea 7.**

.....  
.....

**Idea 8.**

.....  
.....

**Idea 9.**

.....  
.....

**Idea 10.**

.....  
.....

**Idea 11.**

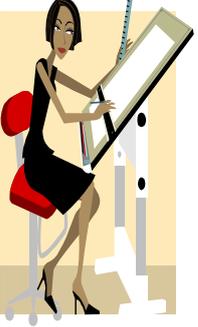
.....  
.....

**Idea 12.**

.....  
.....

**Activity: Art Project. Part 3. Designers Co-workers Roles Sheet.** “Create an art project with the five most important rules you should consider while working with your partners.” (Activity created by Maria Isabel Garcia Garrido)

Once you have your five most important rules for working with your partners you need to present them on an art project. Each of you will have a different role. When you have finished this activity you have to write something that you have done to contribute to the team.

<b>Name:</b>	<b>Job:</b>
	<p><b>1. <u>Architect:</u></b> This person: 1) proposes ideas about types of drawings to include in the art project; 2) divides the paper in two sections and selects the drawings that correspond to each part; 3) makes sure that every body is on task; 4) presents the final project to the class.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>2. <u>Designer 1:</u></b> Draws in section number one.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>3. <u>Designer 2:</u></b> Draws in section number two.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>4. <u>Writer:</u></b> This person writes next to the pictures.</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Interesting Fact:**

Did you know that we only use the ten percent of our brains? Therefore, if you work with at least three more partners you will..... Hmm... maybe multiply yourself by three. Who needs clones when we can team up with great partners?

**Maria Isabel Garcia Garrido**





## LESSON NUMBER: 3

➤ **TOPIC OF THE LESSON:**  
Learn about Intelligence . (1)

➤ **CONTEXT:**  
“ List definitions and opinions of what intelligence is.” (1)





**TOPIC OF THE LESSON:** Learn about Intelligence (1)

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “List definitions and opinions of what intelligence is. (1)”

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Math; Socio Emotional Development.

**LESSON NUMBER:** 3

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to solve a word puzzle without repeating the words and having each grid looking different.
- Students will be able to identify appropriate and inappropriate behaviors.

### **1.2. Language Objectives:**

- Students will be able to create and write definitions and opinions about the concept ‘Intelligence’.
- .....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Discussion; 1.2. Find my rule; 1.3. Rotating recorder; 1.4. Mix-Freeze-Partner. 2. Modelling. 3. Independent Practice

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson: Who remembers what working in a group is? What is the name that we give to those strategies we use when working with our partners? Could you tell me one positive thing of working in a group? Could you tell me some of the rules you have to follow when you work with your partners?
- ✓ *Student Self-assessment:*

🌀 **Introductory Activity:** “Word Sudoku.”

🌀 **Cooperative Strategies:** Discussion ; Find my rule

🌀 **Description:** Teacher will make it interesting by:

- Presenting students with a “Sudoku Word Puzzle” they will have to solve in two minutes.
  - 1) Teacher will provide students with a sheet of instructions to solve this puzzle. (See below on the section called: “Activity. Solve the Sudoku Word Puzzle”.)
  - 2) As it happened in previous games, students will have two minutes to solve the problem. Also, the winning team will be the fastest one. Moreover, there will be positive reinforcement through a reward system. This activity will be followed by a short discussion where students will be invited to reflect about the best ways to work with a partner and to be the most effective.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what she will cover today and what she expects her students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

🌀 A.1. Definition of the terms to be learned:

“Today we are going to learn about intelligence. There are many different definitions of intelligence; it depends on many factors and situations. From my personal point of view, intelligence is the ability to learn and remember knowledge that will help us to solve problems of any kind – academic and with people – and that way promote a successful and happy life.”

🌀 A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to name ways of being intelligent.”

🌀 A.3. Why is this important?

“This will help you not only to learn faster but also to have more friends and be happier.”

🌀 A.4. What are the students going to do?

“And now, you will work together to think about behaviours or actions that are intelligent and those that are not. I will give you a table that will have different sentences. As a group, you need to figure out what would be its opposite; this is what would be the intelligent thing to do or the not so intelligent thing to do”.

***B. Teacher will model the activity.***

Teacher will fill out one of the sections of the table using the overhead projector.

<b>What intelligence is.</b>	<b>What intelligence is NOT.</b>
1. To read a lot of books at school.	2. To be lazy and not to read at all.
2. To help people when they need your help.	3. To avoid helping somebody when that person needs your help.

***C. Students Practice.***

🌀 **Activity:** “What intelligence is and what intelligence is not.”

🌀 **Cooperative Strategies:** Rotating recorder. Mix-Freeze-Partner.

🌀 **Description:**

- 1) Students will be working together in groups writing about what it means to be intelligent. They will have to fill out a chart where they will list intelligent behaviours on one side and non-intelligent behaviours on the other side. They will use the Rotating Recorder strategy to figure out their ideas while filling out the table provided. They will share their ideas with the rest of the class using the strategy Mix-Freeze-Partner

**3.4. Closure of the lesson:**

***A. Repeat overall big picture of what students were supposed to learn.***

Review what intelligence is: “From my personal point of view, intelligence is the ability to learn and remember knowledge that will help us to solve problems of any kind – academic and with people – and that way promote a successful and happy life.”

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me about an intelligent behaviour? (Bloom’s Taxonomy: Knowledge)

***C. Add a closing story or interesting fact***

🌀 **Interesting Fact:** Artificial Intelligence. Asimo. (See visual)

🌀 **Game:**

*Banana* (circle/passive)

Equipment: A rag or sock or a real banana.

Form a circle with all players sitting on the floor. It is important for the players to sit close together with their knees up and their hands tucked under their legs. The person in the middle has to figure out where the banana is as the people in the circle are passing the "banana" under their legs secretly.

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about communication strategies.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. Which is true or false: a) Reading a lot of books is an intelligent thing to do (T); b) Not doing your homework is an intelligent thing to do. (F)

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what intelligence is?
- ✓ 2. Can you explain, in your own words, what are some of the benefits of doing, what we have agreed, intelligent things are?
- ✓ 3. Can you talk about the differences between intelligent behaviours and not so intelligent ones?
- ✓ 4. Can you tell why we all want to be intelligent?

➤ 3. Application

- ✓ 1. Could you think about some experiences of your own where you could say: "I'm acting intelligently behaving in this particular way"?

➤ 4. Analysis

- ✓ 1. What are some of the problems you find in 'acting intelligently' all the time?

➤ 5. Synthesis

- ✓ 1. Can you prepare a report about 'Intelligence'?

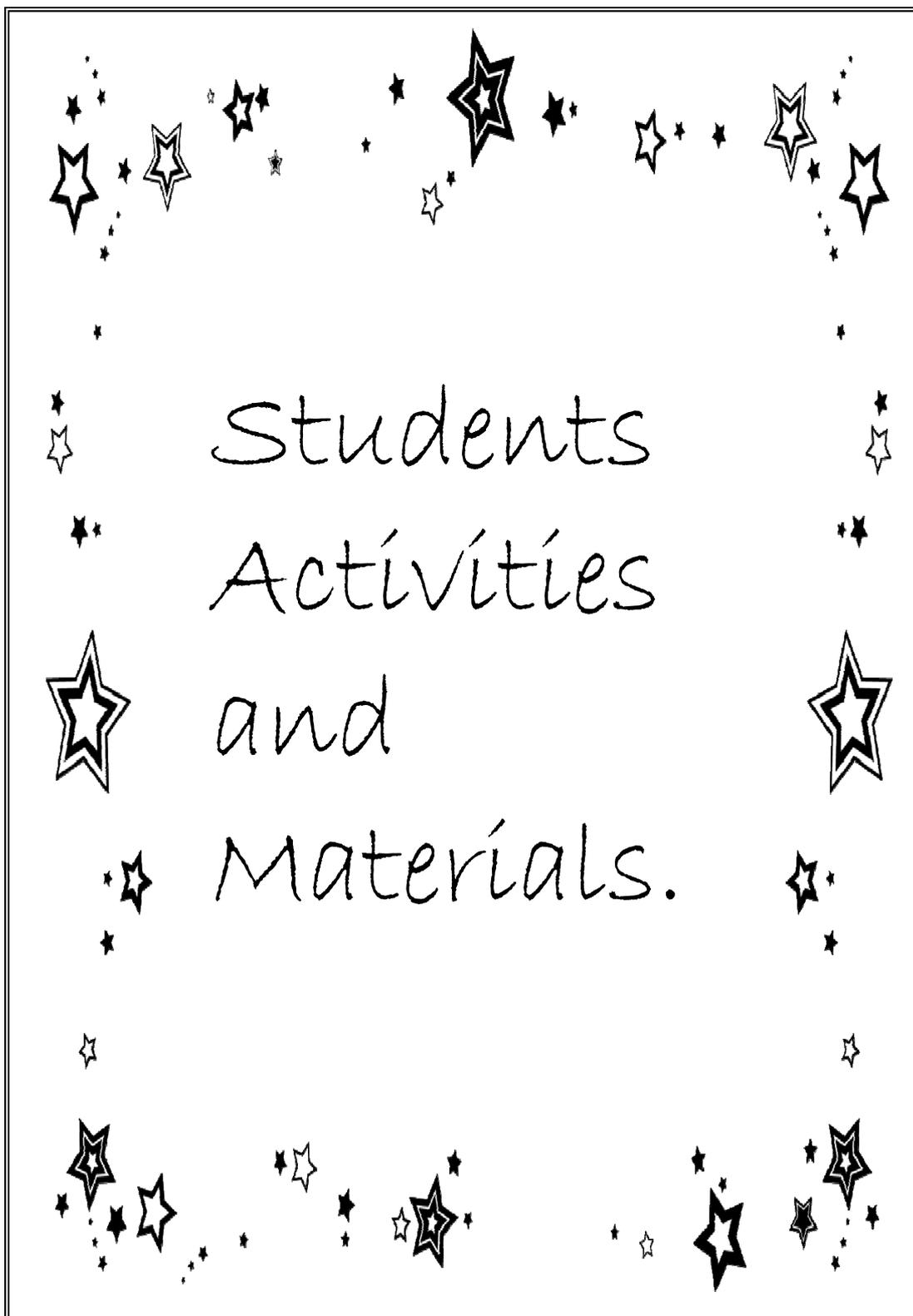
➤ 6. Evaluation

- ✓ 1. Are you a person who always does intelligent things? Why?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

### 1. Introductory Activity. Solve the Sudoku Word Puzzle.

Fill out the three grids so that every row, every column, and every 3 x 3 box contains the words 1) Word Smart; 2) Number Smart; 3) Art Smart; 4) Body Smart ; 5) Music Smart; 6) Self-Smart; 7) People Smart; 8) Nature Smart; 9) Intelligence. There is only one solution to the puzzle. Do not repeat the words. Each grid must look different.

1) Word Smart		
		8) Nature Smart
2) Number Smart		
	1) Word Smart	
8) Nature Smart	2) Number Smart	
	8) Nature Smart	
		1) Word Smart
		2) Number Smart

**2. Activity: “What intelligence is” and “what intelligence is not”. Instructions.**Steps to do this activity:

- 1) Read the information that you have in the table below and fill out each of the boxes with dotted lines. You will do this activity using the cooperative strategy *Rotating Recorder*.
- 2) Once you have filled out the table you will:
  - 2.1. Cut the different lines (those lines have to be the same; this is, they need to contain the same number).
  - 2.2. Each student should get two different lines.
  - 2.3. Students will move around the room so to share what they wrote with their partners using the *Mix-Freeze-Partner* cooperative strategy.

Rotating Recorder

1. Students take turns recording / writing team responses on the lines provided below.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

Mix-Freeze-Partner

1. Students have some lines on their hands. They should read them before starting the activity.
2. Students stand up.
3. Teacher will play some music. During the time the music is playing students should be moving around the room. When the teacher stops the music the students will freeze and will share their lines with the person that is the closest to them.
4. Teacher will repeat several times and students will have to share with a different student each time.

**What intelligence is.**



1. To read a lot of books at school.

2. To help people when they need your help.

3. To do your homework everyday.

4.....  
.....

5. To respect your parents and do what they ask you to do.

6.....  
.....

7.....  
.....  
.....

**What intelligence is NOT.**



1. To be lazy and not to read at all.

2. To avoid helping somebody when that person needs your help.

3.....  
.....

4. To fight with your friends instead of talking to them.

5. ....  
.....

6. To be clean and neat with your body and with your works.

7.....  
.....  
.....

8.....  
.....  
.....

8.....  
.....  
.....

9.....  
.....  
.....

9.....  
.....  
.....

10.....  
.....  
.....

10.....  
.....  
.....

11.....  
.....  
.....

11.....  
.....  
.....

12.....  
.....  
.....

12.....  
.....  
.....

13.....  
.....  
.....

13.....  
.....  
.....

14.....  
.....  
.....

14.....  
.....  
.....

**Interesting Fact:****ARTIFICIAL INTELLIGENCE**

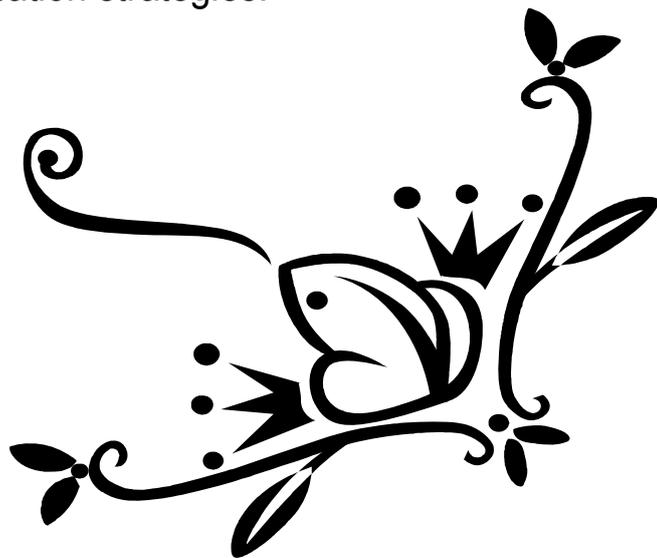
Artificial Intelligence (A.I.) is the idea of creating machines that can “think.” The picture above is of **ASIMO**, one of the most advanced A.I. robots in the world. **ASIMO** is a humanoid robot created by Honda. Standing at 120 centimeters (3 feet 11 inches) and weighing 54 kilograms (114 pounds), the robot resembles a small astronaut wearing a backpack and can walk or run on two feet at speeds up to 6 km/h (4.3 mph).





## LESSON NUMBER: 4

- **TOPIC OF THE LESSON:**  
Learn about communication strategies.
  
- **CONTEXT:**  
“Write a short story where you will use some communication strategies.”





**TOPIC OF THE LESSON:** Learn about communication strategies.

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Write a short story where you will use some communication strategies.”

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Science; Socio Emotional Development.

**LESSON NUMBER:** 4

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to identify appropriate and inappropriate behaviors.

The science objectives are:

- Students will be able to understand that living things can be sorted into groups in many ways using various properties to decide which things belong to which group: features used for grouping depend on the purpose of the grouping.
- Students will be able to understand the importance of using communication strategies when interacting with others.

### **1.2. Language Objectives:**

- Students will be able to create a short story where they will use some communication strategies.
- .....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Three Stray; 1.2. Gambit Chips. 1.3. Discussion; 1.4. Categorizing; 2. Modelling. 3. Independent Practice

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies, Animal Kingdom Chart, Gambit chips, Animal Cards (for the game: Barnyard).

### **3.2. Introductory Set:**

- ☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson: What have we learned about intelligence? Who remembers what intelligence is? Could you give an example of a way of being intelligent?
- ✓ Student Self-assessment:

☞ **Introductory Activity:** “Find the family members.” (1)

☞ **Cooperative Strategies:** Discussion ; Categorizing

☞ **Description:** Teacher will make it interesting by:

- Presenting students with 12 different pictures of animals. There will be 3 different families. There will be 4 members of each family. These pictures will be inside of a plastic bag. Teacher will also provide students with a chart that has the main characteristics and most names of the members of each animal family. The procedure will be the same one as the previous lessons. This is:
  - 1) Students working with their team mates.
  - 2) Teacher will tell students they have three minutes to classify all those animals according to their family.
  - 3) The team that finds the three families and its four members is the winning team.
  - 4) Students will be rewarded accordingly.
  - 5) When the activity is done students will discuss the ways to work with partners and be most effective.
  - 6) Solutions: 1) Amphibian: frog, newt, salamander, toad; 2) Reptile: Galapagos tortoise, tuatara, amphisbaenia or worm lizard, coastal rosy boa; 3) Birds: Ostrich, eagle, penguin, and kiwi.

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about intelligence. Today we will learn about intelligent ways of communicating with others; we will learn about communication strategies. From my personal point of view, communication strategies are the tools that

help you carry on a conversation where everybody feels that his/her thoughts are being taken into consideration”.

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to use different strategies to participate in an oral discussion.”

☞ A.3. Why is this important?

“This will help you to communicate better with your partners.”

☞ A.4. What are the students going to do?

“And now, we will examine the use of some chips. With your partners, you will think about a situation where you could use them. You will write a short conversation where you will apply them.”

### ***B. Teacher will model the activity.***

Teacher, using the overhead projector, will read out loud an example of each talking chip. Teacher will provide an example of a situation where this gambit chip could be used.

### ***C. Students Practice.***

☞ **Activity:** “Write a short story where you will use some communication strategies.”

☞ **Cooperative Strategies:** Rotating Recorder; Gambit Chips; Three Stray

☞ **Description:**

- Teacher will offer each group of students a set of gambit chips.
  - 1) First, as a group, they will discuss their meaning along with situations where those chips could be used.
  - 2) Next, using the cooperative strategies Rotating Recorder and Gambit Chips, they will write a conversation where they will include the use of these gambit chips.
  - 3) Finally, students will share their product with another group(s) (the number of times students share with other groups will vary depending on how much time they need to complete the activity) of the class using the cooperative strategy Three Stray.

### 3.4. Closure of the lesson:

#### A. *Repeat overall big picture of what students were supposed to learn.*

Review what communication strategies are: “From my personal point of view, communication strategies are the tools that help you carry on a conversation where everybody feels that his/her thoughts are being taken into consideration”.

#### B. *State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:*

“Who could tell me one communication strategy you could use while talking with a group of friends?” Can you define, using your own words, what communication strategies are?

#### C. *Add a closing story or interesting fact.*

☞ Interesting fact: Communication Strategies. (See visual)

☞ Game:

*Barnyard* (cooperative/active)

Each child is given the name of an animal with three / four children having the same name. No one is allowed to tell another which animal he/she is. At the signal, each child makes the noise of the animal that he/she has been given. The first group of four animals to find each other and sit down is the winner.

#### D. *Inform students of topic of next lesson.*

Next writing lesson is going to be about how we all can be intelligent in different ways.

.....

## 4. Assessment:

### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

#### ➤ 1. Knowledge

- ✓ 1. What is true or false: PARAPHRASING (Use your own words to say what somebody just said. Example: “Oh, I think I do understand

*what you said; it was...*”) is an example of a communication strategy.  
(T)

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what communication strategies are?
- ✓ 2. Can you explain what some of the benefits of using these communication strategies are?

➤ 3. Application

- ✓ 1. Can you apply these communication strategies to some experiences of your own?
- ✓ 2. Would these communication strategies be useful in any oral communication? Why?

➤ 4. Analysis

- ✓ 1. What are some of the problems that you find out in the application of these communication strategies?

➤ 5. Synthesis

- ✓ 1. Why don't you devise your own way to deal with lack of communication strategies among students?

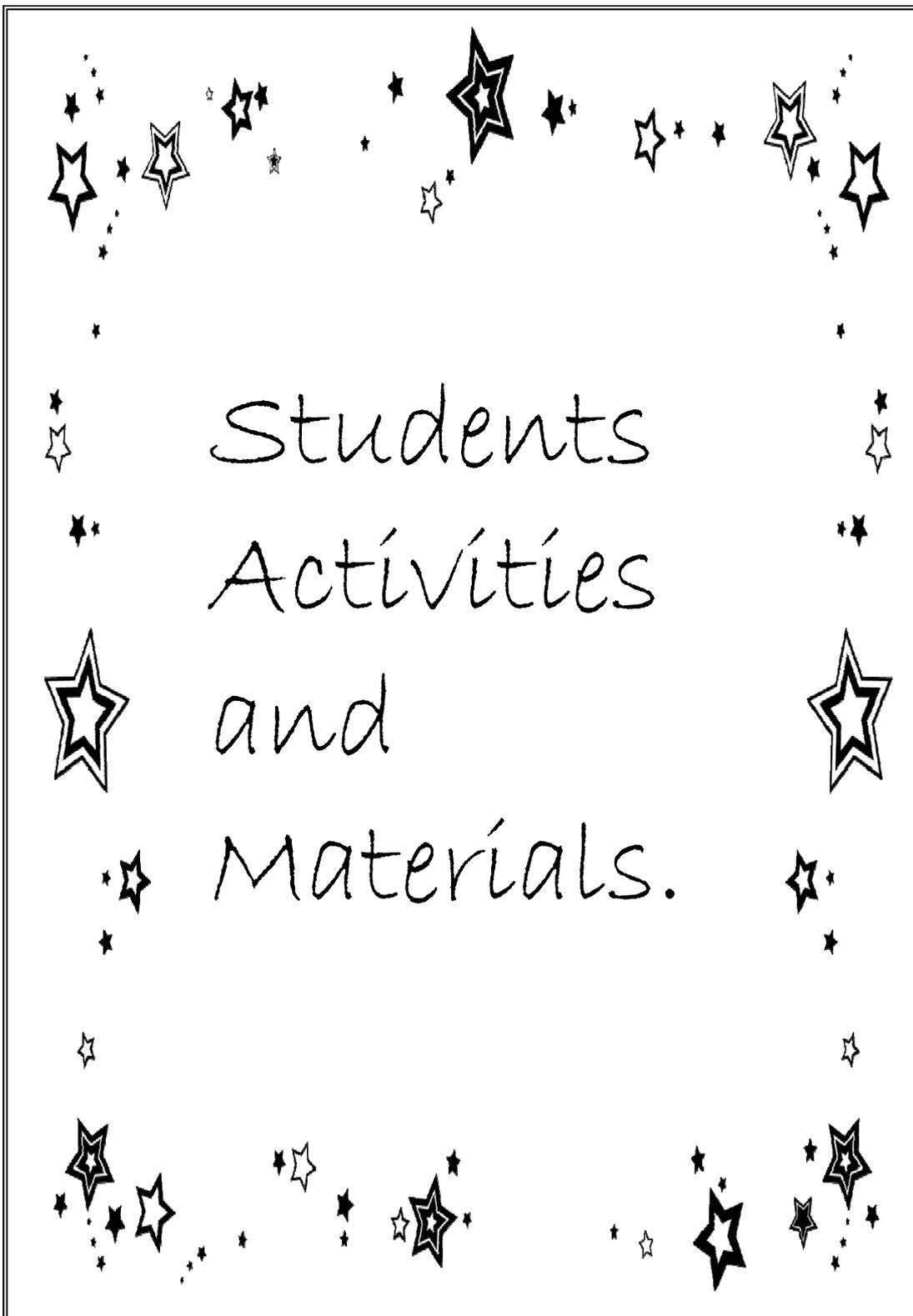
➤ 6. Evaluation

- ✓ 1. Do you think the implementation of communication strategies in the school system would improve the way students interact with each other?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory Activity: Find the family members. Instructions.**

Inside the plastic bag you will find 12 different pictures of animals. There will be 3 different families. There will be 4 members of each family. You have three minutes to classify all those animals according to their family. Next, you will write the names of the animals and the category that you think they should be in. The team that finds the fastest the three families and its four members is the winning team.

salamander



White's Tree Frog



Newt



Toad



**Galapagos tortoise**



**Tuatara**



**Amphisbaenian or worm lizard**



**Coastal rosy boa**



**Ostrich**



**Eagle**



**Penguin**



**Kiwi**



ANIMAL KINGDOM		
CLASSES	SUBCLASSES	EXAMPLES
<p><b>1. SPONGES OR PORIFERA:</b></p> <p>Poriferans are marine animals. They don't have mouths; instead, they have tiny pores in their outer walls through which water is drawn. Cells in the sponge walls filter goodies from the water as the water is pumped through the body and out other larger openings.</p>		 <p>Bath sponge</p>
<p><b>2. CNIDARIA: THE STINGING-CELL ANIMALS:</b></p> <p>They live in the water and have a hollow sac-like body. They have nerves and muscles. They have no head, no brain, and no special organs for breathing. They all have "stinging cells" which contain a long barbed thread, sometimes poisoned.</p>		 <p>jellyfish, hydras, sea anemones, Portuguese man-of-wars, and corals</p>
<p><b>3. WORMS:</b></p> <p><b>3.1. PLATYHELMINTHES: THE FLATWORMS:</b></p> <p>They are marine animals that have a hollow sac-like body with one opening. The body of a flatworm tends to be long and flattened. (Image1)</p> <p><b>3.2. NEMATODA: ROUND WORMS:</b></p> <p>Same characteristics of flat worms. The difference is they have a round body.</p> <p><b>3.3. ANNELIDA:</b></p> <p>They are found worldwide from the deepest marine sediments to the soils in our city parks and yards. They</p>	<p>3.1. <u>Flatworms:</u></p> <p>3.1.1. Planarian</p> <p>3.1.2. Flukes</p> <p>3.1.3. Tapeworms</p> <p>3.2. <u>Roundworms:</u></p> <p>3.2.1. Rotifers</p> <p>3.2.2. Nematodes</p>	 

<p>have three body regions (Image 2). They are made of repeated units called segments. They have the excretory, locomotory and respiratory organs repeated in each segment. The only parts that are not segmental are the head and a terminal post-segmental region called the pygidium.</p>		<p>3.1. <u>Flatworms</u> :( image of a flatworm above)          3.1.1. Planarian          3.1.2. Flukes          3.1.3. Tapeworms          3.2. <u>Roundworms</u>:          3.2.1. Rotifers          3.2.2. Nematodes</p>
<p><b>4. MOLLUSKS:</b>          They have a heart and circulation. Generally they are oviparous and hermaphrodite. Most of them are subject to the process of metamorphosis.</p>		 <p>bivalves, snails, slugs, octopuses and squids</p>
<p><b>5. ECHINODERM:</b>          Marine animals with pentagonal symmetry.</p>	<ol style="list-style-type: none"> <li>1. Asteroidea</li> <li>2. Concentricycloidea</li> <li>3. Crinoideo</li> <li>4. Echinoidea</li> <li>5. Holothuroidea</li> <li>6. Ophiuroidea</li> </ol>	 <ol style="list-style-type: none"> <li>1. <u>Asteroidean</u>: starfish or sea stars</li> <li>2. <u>Concentricycloidea</u>: sea daisies</li> <li>3. <u>Crinoidea</u>: crinoids, feather stars or sea lilies</li> <li>4. <u>Echinoidea</u>: sea urchins and sand dollars</li> <li>5. <u>Holothuroidea</u>: sea cucumbers</li> <li>6. <u>Ophiuroidea</u>: brittle stars and basket stars</li> </ol>

<p><b>6. ARTHROPODS:</b> They have a segmented body with appendages on each segment. They have a dorsal heart and a ventral nervous system. They are covered by a hard exoskeleton made of chitin, a polysaccharide, which provides physical protection and resistance to desiccation. Periodically, an arthropod sheds this covering when it moults.</p>	<ol style="list-style-type: none"> <li>1. Insects</li> <li>2. Arachnids</li> <li>3. Crustacean</li> <li>4. Millipedes &amp; centipedes</li> </ol>	 <ol style="list-style-type: none"> <li>1. <u>Insects</u>: dragonfly, grasshopper, butterfly, beetle, bee, wasp, etc.</li> <li>2. <u>Arachnids</u>: spider, scorpion, etc.</li> <li>3. <u>Crustacean</u>: lobster, crab, shrimp, crayfish, etc.</li> <li>4. Millipedes &amp; centipedes</li> </ol>
<p><b>7. FISHES:</b> Fish are aquatic vertebrates that are typically cold-blooded, covered with scales, and equipped with two sets of paired fins and several unpaired fins.</p>	<ol style="list-style-type: none"> <li>1. Osseous</li> <li>2. Cartilaginous</li> </ol>	 <ol style="list-style-type: none"> <li>1. <u>Osseous</u>: hake sardines</li> <li>2. <u>Cartilaginous</u>: sharks, ray</li> </ol>
<p><b>8. AMPHIBIANS:</b> An animal capable of living both on land and in water</p>	<ol style="list-style-type: none"> <li>1. Caecilians</li> <li>2. Salamanders and newts</li> <li>3. Frogs and toads</li> </ol>	 <ol style="list-style-type: none"> <li>1. Caecilians</li> <li>2. Salamanders and newts</li> <li>3. Frogs and toads</li> </ol>

**9. REPTILES:**

They are cold-blooded, usually egg-laying. They have an external covering of scales or horny plates. They breathe by means of lungs.

1. Turtles.
2. Tuataras.
3. Snakes, lizards, and amphisbaenians or worm lizards.
4. Crocodilians.



1. Turtles: Galapagos tortoise
2. Tuataras:
3. Snakes, lizards, and amphisbaenians or worm lizards: Coastal rosy boa
4. Crocodilians:

**10. BIRDS:**

They are warm-blooded, egg-laying, feathered vertebrates. They have forelimbs modified to form wings.

1. Ostrich
2. Penguins
3. Pelicans and their allies
4. Raptors (birds of prey)
5. Pigeons and their allies
6. Parrots
7. Cuckoos
8. Owls
- etc.



Raptors (birds of prey): eagles, hawks, vultures, falcons, condors, buzzards, kites, harriers, the osprey, the secretary bird, and others.

<p><b>11. MAMMALS:</b> They are warm-blooded vertebrate animals. They are characterized by a covering of hair on the skin and, in the female, milk-producing mammary glands for nourishing the young.</p>	<ol style="list-style-type: none"><li>1. Carnivorous</li><li>2. Herbivorous</li><li>3. Omnivorous</li><li>4. Flying</li><li>6. Aquatic</li><li>7. Primate</li></ol>	 <ol style="list-style-type: none"><li>1. <u>Carnivorous</u>: domestic cats, lions, tigers, etc.</li><li>2. <u>Herbivorous</u>: goats, rabbits, cows, etc.</li><li>3. <u>Omnivorous</u>: fox, bear, dogs, pigs, men, etc.</li><li>4. <u>Flying</u>: bats, flying squirrels (lives in Amazonas)</li><li>6. <u>Aquatic</u>: whales, dolphins, etc.</li><li>7. <u>Primate</u>: monkeys,</li></ol>
---	---	--

**Activity: “Write a short story where you will use some communication strategies.”**

Each group of students has a set of gambit chips. As a group, you will discuss their meaning and situations where those chips could be used. Next, using the cooperative strategies *Rotating Recorder* and *Gambit Chips*, you will write a conversation where you will include the use of these gambit chips. Finally, you will share your product with another group of the class using the cooperative strategy *Three Stray*.

***Gambit Chips:***

1. You have 4 different gambit chips (cards with phrases). (See Gambit Chips Sheet).

TYPE 1. Appreciation Gambits: You will express that you are thankful for something that your partners said. You will say things like:

- ✓ “Thank you for sharing your information/data/facts/... with me”;
- ✓ “What I appreciate/ value/ am thankful for/.... is...”
- ✓ “Your definition/idea/advise/thought/...has helped/facilitated/aided/assisted me to understand/remember/have a better idea of .....

TYPE 2. Request Gambits: You will politely ask for something:

- ✓ “May I listen your definition/idea/advise/etc. again /for a second time /another time / once more?”
- ✓ “If you are disposed/willing/agreeable to include/ incorporate/ add in this part/.... in your ..... I think I would use yours as the general .....
- ✓ Could you please inform / tell me again/once more your ..... (Example: point of view)?

TYPE 3. Empathy Gambits: You will try to understand the way somebody has felt when he /she has expressed something. You will say things like:

- ✓ “I understand how you feel / think / ..... because...”
- ✓ “I would have felt the same way if I would have been in your same position or ...”
- ✓ “I may imagine what you are going through/feeling/experiencing/....It’s totally understandable/ logical/ reasonable/ rational / based on reason/ comprehensible/...

TYPE 4. Rephrase Gambits: You will restate with your own words what somebody has just said. You will say things like:

- ✓ “If I am not mistaken, what you just said was,...”
- ✓ “So, what you mean is ...”
- ✓ “Let’s put it this way, what you are trying to say is .....

2. One student reads his / her definition of intelligence.

3. After that person has spoken, one student at a time uses a gambit chip to provide feedback. The student who used the gambit chip can’t talk till everybody has used one of his / her gambit chips. All students have to use one of the different gambit chips.

### Three Stray

1. Three team members will be visiting others teams' table to see their work.
2. Visiting members will have some time to be in their partners' table. (1-2 min. approximately).
3. Teacher will tell when time is up and will ask them to return to their original groups.
4. Repeat several times until all the teams have been to all the different groups' tables.

Example Visit number 1. 1.1. Two members of a team (example: students number 3 and 4) rotate to the table of the next team to view a product or project. (Example: Team 1 goes to team 2 table, team 2 to teams 3 table and so on). 1.2. Two members of each team (example: student number 1 and 2) stay in the group to explain their project to the visiting team.

### Rotating Recorder

1. Students take turns recording / writing team responses on the lines provided below.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

### **Gambit chips** (Gambit chips created by Maria Isabel Garcia Garrido)

Set 1. Use this set for the overhead; teacher will explain how to use them.

<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><u>Example:</u> "If I am not mistaken, what you just said was,..."</p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><u>Example:</u> "Your definition (or whatever that he/she did) has helped me to understand it better".</p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> "Can you tell me more about that?"</p>	<p><b>EMPATHY</b> <b>Empathy</b> is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> "I understand how you feel about that because I felt the same way ..."</p>
<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><u>Example:</u> "Oh, I think I do understand what you said; it was..."</p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><u>Example:</u> "What I appreciate is how clear you have been with ...";</p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> "May I listen to what you said again?"</p>	<p><b>EMPATHY</b> <b>Empathy</b> is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> "Let's see what we can do together to ..."</p>

<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><u>Example:</u> “So, what you mean is that...”</p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><u>Example:</u> “Thank you for sharing your ideas with me”</p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> “Would you be willing to repeat what you just said?”</p>	<p><b>EMPATHY</b> <b>Empathy</b> is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> “I can imagine that must be ...for you”</p>
<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><u>Example:</u> “To my understanding, what you are trying to say is...”</p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><u>Example:</u> “Thank you, for what you said; it helped me to understand it better.”</p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> “Could I ask you how has all of this made you feel?”</p>	<p><b>Empathy Gambits</b> <b>Empathy</b> is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> “It sounds like you're upset / happy/sad/.... about...”</p>

**Gambit chips** (Gambit chips created by Maria Isabel Garcia Garrido)

Set 2. Students' chips. Each group of student gets the 4 sets of chips: paraphrasing, appreciation, request and empathy.

<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><i>Example: "If I am not mistaken, what you just said was..."</i></p>	<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><i>Example: "Oh, I think I do understand what you said; it was..."</i></p>
<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><i>Example: "So, what you mean is that..."</i></p>	<p><b>PARAPHRASING</b> Use your own words to say what somebody just said:</p> <p><i>Example: "To my understanding, what you are trying to say is..."</i></p>

<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><i>Example: "Your definition/idea/thought/...has helped me to understand it better"</i></p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><i>Example: "What I appreciate is how clear you have been with ...";</i></p>
<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><i>Example: "Thank you for sharing your ideas with me"</i></p>	<p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said.</p> <p><i>Example: "Thank you, for what you said; it helped me to understand it better."</i></p>

<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> <i>"Can you tell me more about that?"</i></p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> <i>"May I listen to what you said again?"</i></p>
<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> <i>"Would you be willing to repeat what you just said?"</i></p>	<p><b>REQUEST</b> You will politely ask for something.</p> <p><u>Example:</u> <i>"Could I ask you how has all of this made you feel?"</i></p>

<p><b>EMPATHY</b> Empathy is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> <i>"I understand how you feel about that because I felt the same way ..."</i></p>	<p><b>EMPATHY</b> Empathy is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> <i>"Let's see what we can do together to ..."</i></p>
<p><b>EMPATHY</b> Empathy is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> <i>"I can imagine that must be ...for you"</i></p>	<p><b>Empathy Gambits</b> Empathy is one's ability to recognize and understand the way somebody else feels.</p> <p><u>Example:</u> <i>"It sounds like you're upset / happy/sad/.... about..."</i></p>

**Activity:** Use this paper to “Write a short story where you will use some communication strategies.”

**APPRECIATION**



.....

.....

.....

.....

.....

.....

.....

**REQUEST**



.....

.....

.....

.....

.....

.....

.....

**REPHRASE**



.....

.....

.....

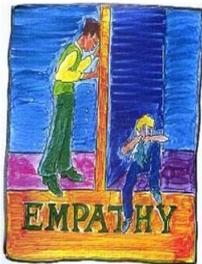
.....

.....

.....

.....

**EMPATHY**



“Understanding what the other person is going through and being there.”

.....

.....

.....

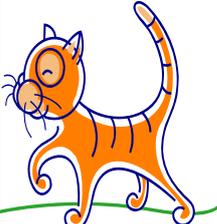
.....

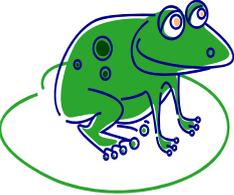
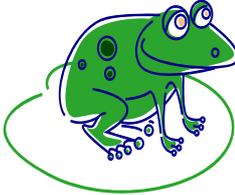
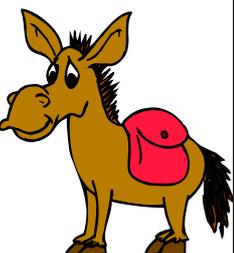
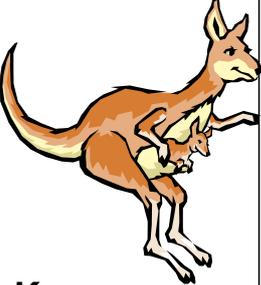
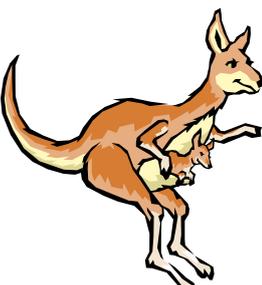
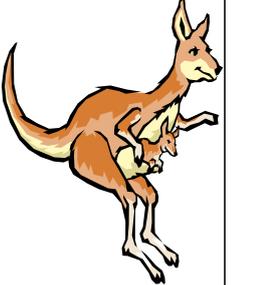
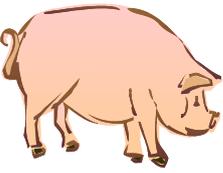
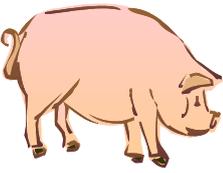
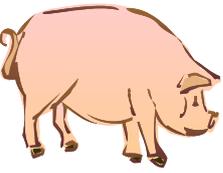
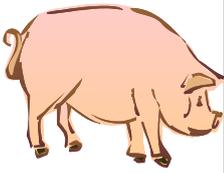
.....

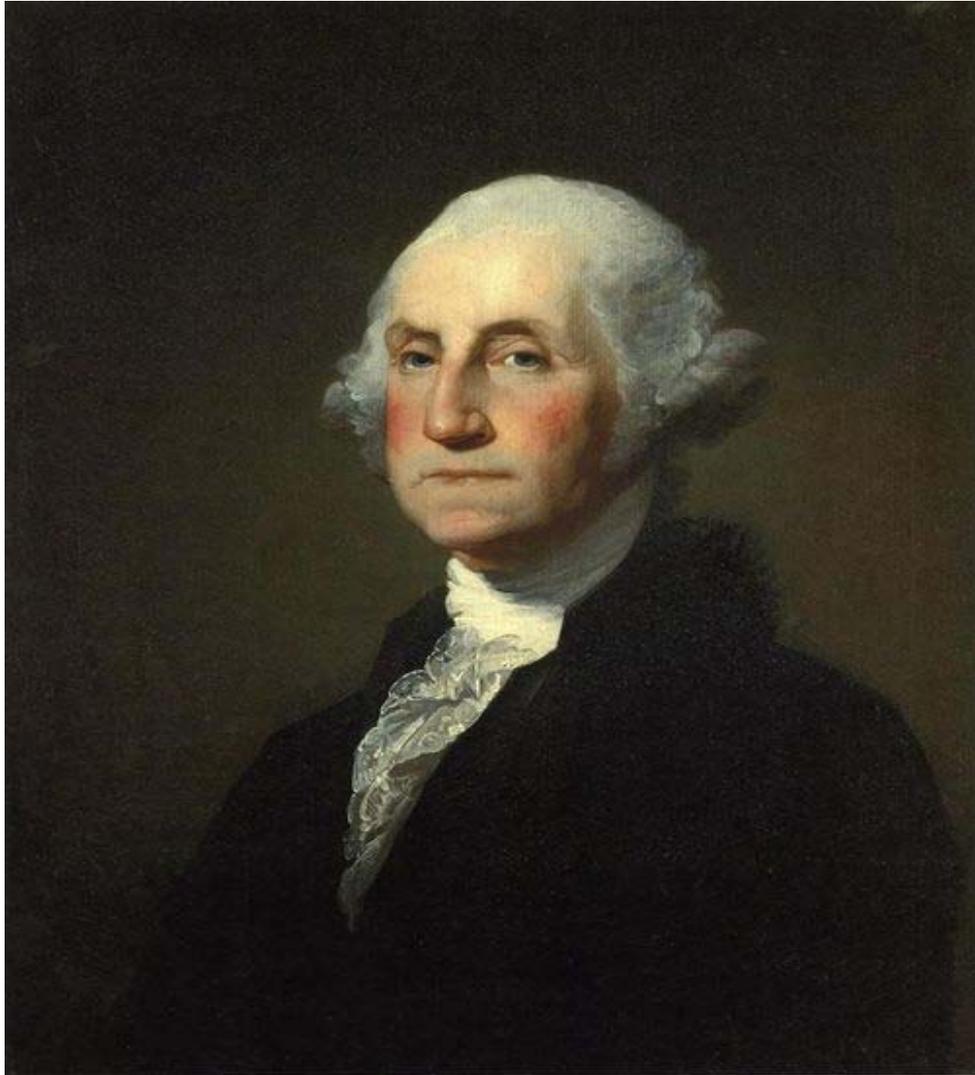
.....

.....

## Animal names for the game: Barnyard

 <b>Lion</b>	 <b>Lion</b>	 <b>Lion</b>	 <b>Lion</b>
 <b>Cat</b>	 <b>Cat</b>	 <b>Cat</b>	 <b>Cat</b>
 <b>Dog</b>	 <b>Dog</b>	 <b>Dog</b>	 <b>Dog</b>
 <b>Chicken</b>	 <b>Chicken</b>	 <b>Chicken</b>	 <b>Chicken</b>

 <p><b>Frog</b></p>	 <p><b>Frog</b></p>	 <p><b>Frog</b></p>	 <p><b>Frog</b></p>
 <p><b>Donkey</b></p>	 <p><b>Donkey</b></p>	 <p><b>Donkey</b></p>	 <p><b>Donkey</b></p>
 <p><b>Kangaroo</b></p>	 <p><b>Kangaroo</b></p>	 <p><b>Kangaroo</b></p>	 <p><b>Kangaroo</b></p>
 <p><b>Pig</b></p>	 <p><b>Pig</b></p>	 <p><b>Pig</b></p>	 <p><b>Pig</b></p>

**Interesting Fact:****Communication Strategies**

The one thing you can say that all the presidents have in common is, they have good **communication skills**. In order to get a lot of people to vote for them, it is necessary to be able to communicate their plans and thoughts to a lot of people from different backgrounds at the same time. That means they have good **communication skills**

**Maria Isabel Garcia Garrido**





## LESSON NUMBER: 5

➤ **TOPIC OF THE LESSON:**

Learn about Multiple Intelligences (1).

➤ **CONTEXT:**

“ Give reasons in order to describe intelligent people.”





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences. (1)

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Give reasons in order to describe intelligent people.”

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Science; Socio Emotional Development.

**LESSON NUMBER:** 5

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same science objective as in previous lesson.

#### **SOCIO EMOTIONAL DEVELOPMENT**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.3a. Analyze how personal qualities influence choices and successes.

### **1.2. Content Objectives:**

- Students will able to express and understand, verbally and in written form, clear and specific reasons that describe intelligent people.

.....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Gambit Chips.1.2. Discussion; 1.3.Categorizing; 1.4. Rotating Recorder. 2. Modelling. 3. Independent Practice

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies, Gambit Chips, Intelligent People Short Biography charts.

### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson: What have we learned about communication strategies? Who could give me an example of one communication strategy we can use when we are talking with somebody?

✓ Student Self-assessment:

☞ **Introductory Activity:** Repeat the same game of previous lesson. “Find the family members.” (2)

☞ **Cooperative Strategies:** Discussion ; Categorizing

☞ **Description:** (Same of previous lesson)

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about intelligence. In this lesson we will begin to see how people can prove to be smart in different areas.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will have a clearer idea of what intelligence is.”

☞ A.3. Why is this important?

“This will help you to better distinguish your skills and those of others.”

☞ A.4. What are the students going to do?

“And now, you will work together reading about the lives of famous people. I am sure you think they all are super intelligent. As a group, you will take into account as many reasons as you can to prove these people are really intelligent. During your conversations, you will use the gambit chips we used in the previous lesson. Hey, be careful with what you write; you never know who is behind the door – maybe you see one of them visiting us -.”

***B. Teacher will model the activity.***

Teacher will read out loud some details about the life of one person and will say why, from his/her personal point of view, he/she believes this person is intelligent. Teacher will fill out one of the sections of the table using the overhead projector.

Table 1: They were smart people because ....

<b>Character</b>	<b>Reasons why I think he/she is/was smart.</b>
Martin Luther King Jr.	1. He was smart because he found the ways to get what he wanted without using his physical strength; he only used his brain. 2. He was smart because he was able to see everybody was equal.

### **C. Students Practice.**

☞ **Activity:** “Give reasons in order to describe intelligent people.”

☞ **Cooperative Strategies:** Gambit Chips; Rotating Recorder.

☞ **Description:**

- Teacher will offer each group of students the pictures and short biographies of some people who excelled on one of the intelligences (8 pictures; one person per intelligence).
- Students will read these biographies and will fill out a table, using the cooperative strategy Rotating Recorder, with the reasons to prove those people are smart. (See teacher’s example above). Before writing, they will discuss their reasons using the cooperative strategy Gambit Chips.

### **3.4. Closure of the lesson:**

#### ***A. Repeat overall big picture of what students were supposed to learn.***

Review what intelligence is: “From my personal point of view, intelligence is the ability to learn and remember knowledge that will help us to solve problems of any kind – academic and with people – and that way promote a successful and happy life.”

#### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

“Who could tell me one way of proving that you are intelligent?”

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story: Joke

☞ Game:

*Blind man’s Bluff* (active)

Equipment: blindfold

Blindfold one player and spin them around 3 times. The blindfolded player tries to tag one of the other players, who may crouch low, sneak up behind the "blind man" and yell "Boo", or stand still and keep very quiet. Eventually though, someone will get careless and be tagged. That player is then blindfolded for the next game.

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about how we all can be intelligent in 8 different ways.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. What is true or false: 1) People can be intelligent in only one way; this is only if they are good in math or reading. (F) 2) People can be intelligent in many different ways. Ex. They can be good at writing songs, creating work arts, etc. (T)

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what is to be intelligent?
- ✓ 2. Can you think of situations of your own where you have considered that somebody was intelligent? Why did you think that way?

➤ 3. Application

- ✓ 1. Can you group famous people that you may know according to what type of intelligence you think they may have?

➤ 4. Analysis

- ✓ 1. Can you compare your previous idea of intelligence with the one you have after this lesson?

➤ 5. Synthesis

- ✓ 1. In how many ways do you think people can be intelligent?

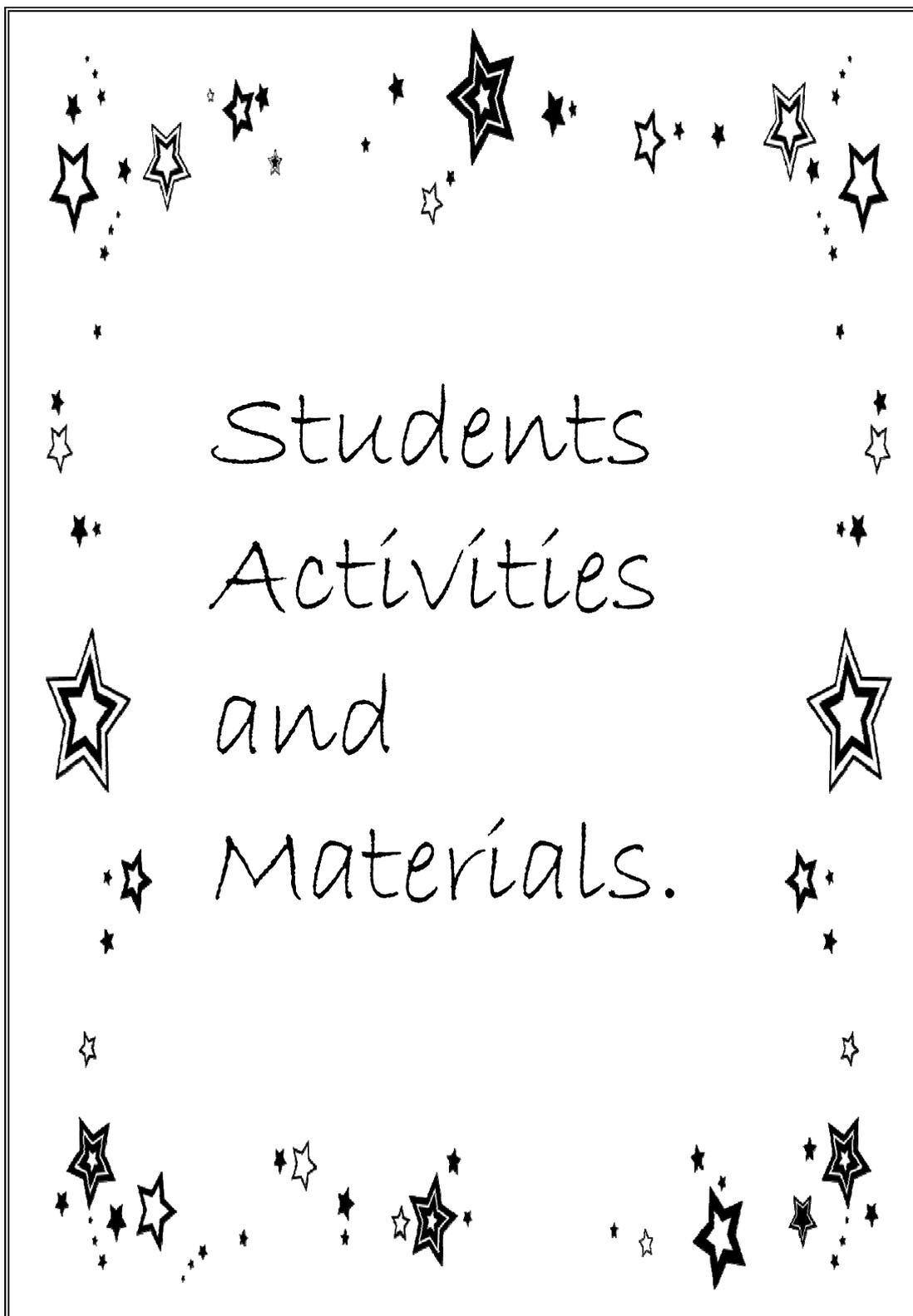
➤ 6. Evaluation

- ✓ 1. Do you think our intelligence is the most precious quality that we possess?

4.1.3. ***Student self assessment using Multiple Intelligences Theory.***

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory Activity: Find the family members.**

<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>1</b></p>	<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>2</b></p>
<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>3</b></p>	<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>4</b></p>
<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>5</b></p>	<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>6</b></p>
<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>7</b></p>	<p>1.Name..... 2.Family.....</p>  <p style="text-align: right;"><b>8</b></p>



**2. David  
Beckham**

**3. Albert  
Einstein**

**4. Dr.  
Seuss**

**5. Frank  
Lloyd  
Wright**



## INTELLIGENT PEOPLE



### 1. DADDY YANKEE

Born on February 3, 1977, in Rio Piedras, Puerto Rico. His original name was Raymond Ayala.

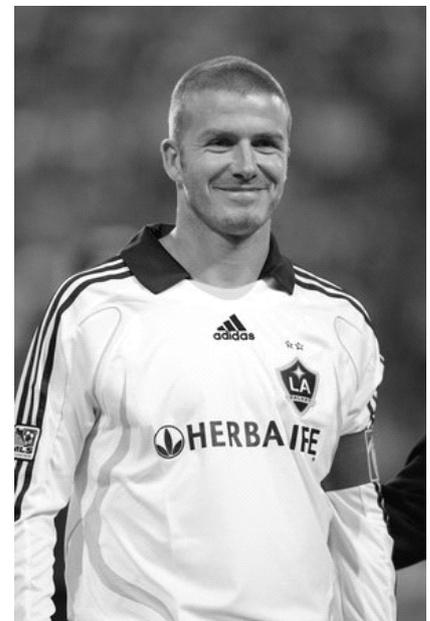
*Daddy Yankee* was no stranger to success when "*Gasolina*" catapulted him to international fame in 2004. Initially influenced by both salsa and hip-hop, he'd been working his way to the top of the reggaeton scene for a few years beforehand, winning awards along the way and, given his market, racking up impressive sales numbers. Billed as the King of Improvisation, Daddy Yankee made his way into the Latin music industry through his affiliation with Playero (a fairly successful DJ/producer in the late '90s and early 2000s) and eventually made his recording debut on the One Tough Cop soundtrack in 1998 ("Posicion," a collaboration with Alberto Stylee).

### 2. DAVID BECKHAM

Born in England on May 2, 1975.

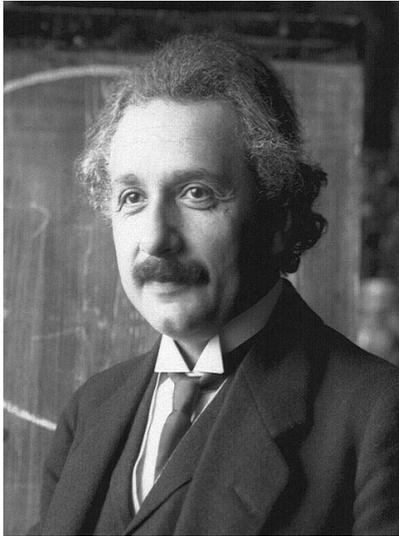
Soccer has always been the biggest thing in David Beckham's life. He used to play for hours when he was a kid. Beckham and his father would kick the ball around until it was too dark to see each other. Because he was always kicking the ball around, David Beckham never did all that well at school. Beckham failed out when he was 16 and went to play soccer for Manchester United's Jr.

In 2003, David Beckham was transferred to Real Madrid for a mind-boggling \$40 million. David Beckham's success in soccer means he's now making a ton of cash. David Beckham makes more than \$15 million dollars a year playing for Real Madrid and millions more from advertising endorsements. That's allowed him to pick up some nice toys as well. Beckham now owns seven cars, including a custom built Ferrari, a Porsche 911, a Range Rover, and a Jaguar.



## INTELLIGENT PEOPLE

### 3. ALBERT EINSTEIN



Born at Ulm, in Württemberg, Germany, on March 14, 1879 died on 18 April 1955 (heart failure). Einstein was famously ruffled and frizzy-haired, and over time his image has become synonymous with absent-minded genius...

Best known as the creator of the theory of relativity. Thanks to his theory of relativity, Albert Einstein became the most famous scientist of the 20th century. In 1905, while working in a Swiss patent office, he published a paper proposing a "special theory of relativity," a groundbreaking notion which laid the foundation for much of modern physics theory. (The theory included his famous equation  $e=mc^2$ .) Einstein's work had a profound impact on everything from quantum theory to nuclear power and the atom bomb. In 1939 Einstein sent a famous letter to Franklin Roosevelt warning of Germany's work on an atomic bomb and urging Allied research.

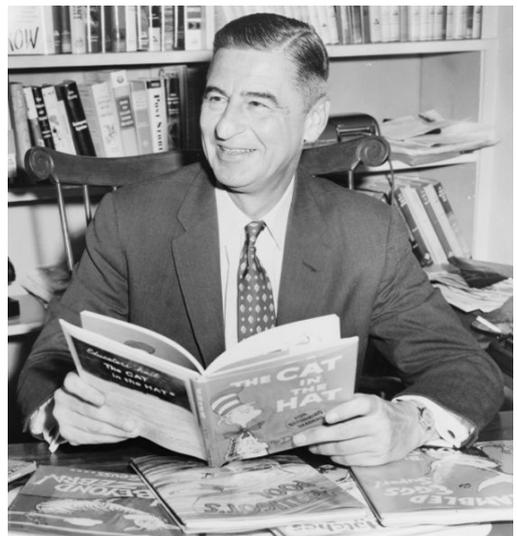
### 4. DR. SEUSS

Born in Springfield, Massachusetts, on March 2, 1904 died on September 24, 1991.

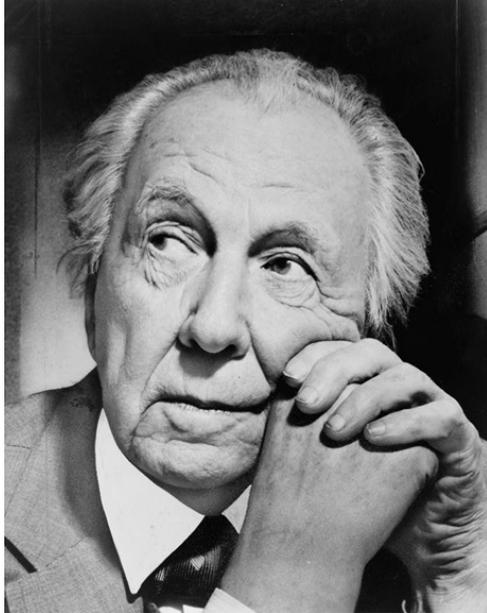
Name the person who had a collection of silly hats and a collection of doctorate degrees from seven colleges. If you said Theodor Seuss Geisel, you are right.

His original name was Theodore Geisel but he disguised his name by using his mother's maiden name "Seuss." He added the "Doctor" to give himself a pen name that sounded just right!

Winner of the Pulitzer Prize in 1984 and three Academy Awards, Geisel authored and illustrated 44 children's books. His enchanting stories are available as audiocassettes, animated television specials, and videos.



## INTELLIGENT PEOPLE



**5. FRANK LLOYD WRIGHT** (born Frank Lincoln Wright, June 8, 1867 – April 9, 1959) was an American architect, interior designer, writer and educator, who designed more than 1,000 projects, which resulted in more than 500 completed works.

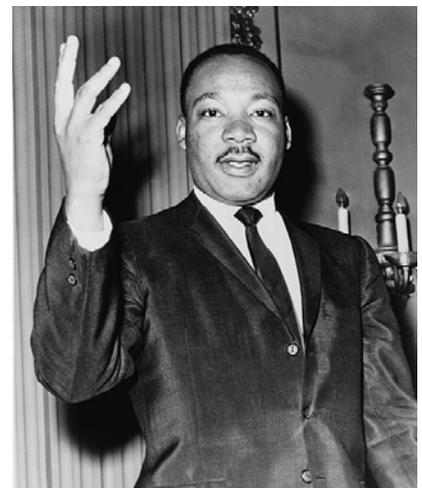
Wright promoted organic architecture (exemplified by Falling water), was a leader of the Prairie School movement of architecture (exemplified by the Robie House and the Westcott House), and developed the concept of the Usonian home (exemplified by the Rosenbaum House). His work includes original and innovative examples of many different building types, including offices, churches, schools, hotels, and museums. Wright also often designed many of the interior elements of his buildings, such as the furniture and stained glass.

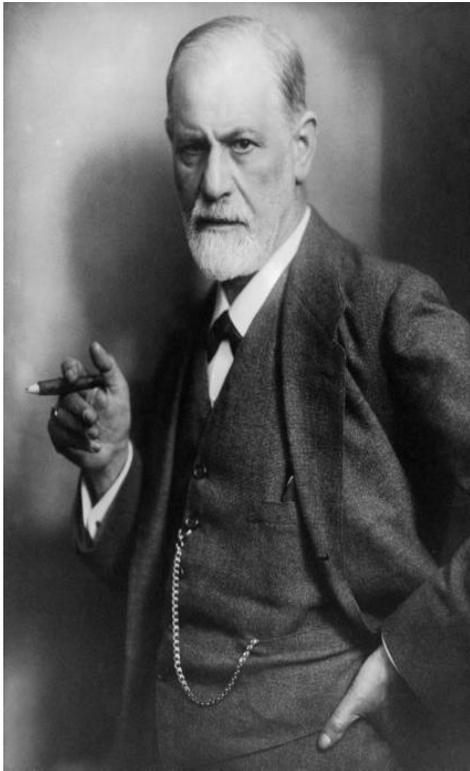
## 6. MARTIN LUTHER KING JR.,

The American black civil rights leader was born on January 15 1929 in Atlanta, Georgia and assassinated on April 4, 1968 in Memphis, Tennessee. His original name was Michael Luther King, Jr., but later had his name changed to Martin.

Not long ago, our Southern states were much different from the way they are today. The people lived divided lives. White people and black people did not eat in the same restaurants, go to the same schools, or even drink from the same water fountains. That division is called segregation. Many people did not like that and wanted to change things, but they needed a leader. That leader was Martin Luther King Jr.

In August 1963 the largest civil rights demonstration in history, a protest march against racism, was held in Washington; almost 250,000 people attended. It was at this time that Dr. King gave his famous "I Have a Dream" speech. " I have a dream that one day, down in Alabama, with its vicious racists, ..., one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers." .....





## 7. SIGMUND FREUD

Born in Freiberg, Moravia (now Příbor, Czech Republic), on 6th of May 1856 and died in 1939.

He was an excellent student, always the first of his class. A psychologist considered the father of psychoanalysis. He studied the way human mind works. Among his theories is the one of the divisions of the mind in three parts:

**THE EGO:** is the mind's executive apparatus; the rational, decision-making part that enables us to distinguish fantasy from reality. Example: "*There is a flying cat; this is a fiction story*". It acts as mediator with the id.

**THE ID:** contains "primitive desires" (hunger, rage ...). Example: *The id says: "I'm hungry. I want to eat a sandwich now in the class."* *The ego answers: "Hang on; this is neither the time nor the place."* This is like when you see the conversation between the little angel and the little demon.

**THE SUPER-EGO:** This represents our conscience. Example: "*Do not harm anybody.*"

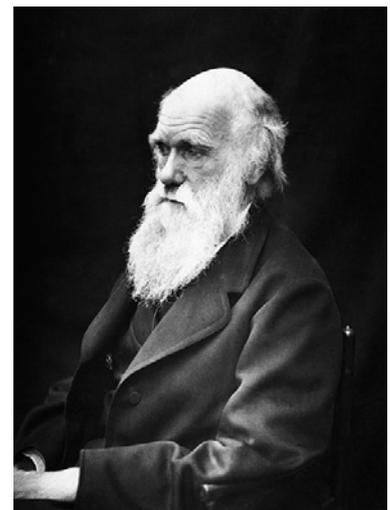
## 8. CHARLES DARWIN

Darwin was born in Shrewsbury, England, on February 12, 1809, sharing the same birthday with Abraham Lincoln. He died in 1882.

He published a book called *On the origin of species* where he states (among other things) that:

1. In a world of stable populations where each individual must struggle to survive, those with the "best" characteristics will be more likely to survive, and those desirable traits will be passed to their offspring; and that these advantageous characteristics are inherited by following generations, becoming dominant among the population through time. This is natural selection.

2. Man comes from the ape.



### Closing Story. Joke.



#### ***What is intelligence?***

Two men were digging a ditch on a very hot day. One said to the other, "Why are we down in this hole digging a ditch when our boss is standing up there in the shade of a tree?" "I don't know," responded the other. "I'll ask him."

So he climbed out of the hole and went to his boss. "Why are we digging in the hot sun and you're standing in the shade?" "Intelligence," the boss said. "What do you mean "intelligence"?"

The boss said, "Well, I'll show you. I'll put my hand on this tree and I want you to hit it with your fist as hard as you can." The ditch digger took a mighty swing and tried to hit the boss' hand. The boss removed his hand and the ditch digger hit the tree. The boss said, "That's intelligence!"

The ditch digger went back to his hole. His friend asked, "What did he say?" "He said we are down here because of intelligence." "What's intelligence?" said the friend. The ditch digger put his hand on his face and said, "Take your shovel and hit my hand".

Maria Isabel Garcia Garrido





## LESSON NUMBER: 6

- **TOPIC OF THE LESSON:**  
Learn about Multiple Intelligences. (2)
  
- **CONTEXT:**  
“Write a definition of Intelligence.”





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (2)

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Write a definition of Intelligence”.

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 6

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives**

- Students will be able to understand the main idea of Multiple Intelligences.
- Same Socio Emotional Development objectives of previous lesson.

### **1.2. Language Objectives**

- Students will be able to express and understand, verbally and in written form, a definition of ‘Intelligence’.
- .....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Round Table Sorting; 1.2. Numbered Heads Together; 1.3. Rotating Recorder; 1.4. Discussion.1.5. Team Statements; 2. Modelling.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies, Gambit Chips, Intelligent People Short Biography.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson: 1) What is true or false: a) People can be intelligent in only one way; this is only if they are good in math or reading. (F) b) People can be intelligent in many different ways. Ex. They can be good at writing songs, creating work arts, etc. (T) 2) Can you explain, in your own words, what is to be intelligent? 3) Can you think of situations of your own where you have considered that somebody was intelligent? Why did you think that way?

✓ Student Self-assessment:

☞ **Introductory activity:** “Are you smart?”

☞ **Cooperative Strategies:** Discussion

☞ **Description:** Teacher will make it interesting by:

➤ Telling students they all are intelligent and he/she is going to prove it to them.

1) First, teacher will ask students some questions and students will have to raise their hands when the answer is ‘YES’. These questions will be:

- 1.1 Who likes to read a funny story? (word smart)
- 1.2 Who knows how much is  $4 + 5$ ? (number smart)
- 1.3 Who can draw a hot dog, a hamburger, a book, etc? (art smart)
- 1.4 Who enjoys listening to music? (music smart)
- 1.5 Who enjoys playing sports? (body smart)
- 1.6 Who likes to go on a field trip to a mountain, to the lake, to the aquarium, to the zoo, (nature smart)
- 1.7 Who has a friend or two or ... and enjoys playing with them? (people smart)
- 1.8 Who enjoys being by herself / himself sometimes and just reflect on his / her own thoughts or read or ...? (self- smart)

2) Second, teacher will explain students the meaning of their answers. This is teacher will tell them what type of smart they are according to the questions they just answered with a “YES”. (We recommend using the transparency that appears below). Most likely, all students would have raised their hand; teacher will explain it means they all can be smart in 8 different ways.

3) Third, teacher will lead the students into a discussion about how people can be smart in 8 different ways. Teacher will invite students to talk about people they know that are really good in any one of those 8 areas.

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about multiple types of intelligence. This means that you can be smart in many ways. You just proved that you can be intelligent in 8 different ways when you answered with a “yes” to the questions that I asked you before. Now I am going to offer you the list of these types of intelligences and its main characteristics. (Teacher will use the overhead projector to read the list to students. Each group of students will have a list too).”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to name ways of being intelligent.”

☞ A.3. Why is this important?

“This will help you not only to feel much better about yourself, but also to acknowledge the virtues of all the people around you.”

☞ A.4. What are the students going to do?

“During the previous lesson, we read the biographies of some intelligent people. Today you will work with your partners to determine what type of smart they are.”

### ***B. Teacher will model the activity.***

Teacher will write the following on the overhead or blackboard: “Dr. Seuss ..... Verbal Linguistic Intelligence. He was very good with words because he could write many books, he enjoyed reading,....”

At this moment, teacher will not provide students with a definition of intelligence to let them more room to be creative.

### ***C. Students Practice.***

☞ **Activity:** “Write a definition of Intelligence.”

☞ **Cooperative Strategies:** Round Table Sorting; Numbered Heads Together; Team Statements; Gambit Chips.

☞ **Description:**

➤ This activity will have two parts.

- 1) First, students will decide what type of intelligence is the one that best describes the famous people, whose biographies we read during previous lessons. Teacher will give students a table with the names and the main characteristics of the 8 types of intelligence. Using that information, they will decide the type of intelligence that best represents each person. They will use the

cooperative strategies Round Table Sorting and Numbered Heads Together.

- 2) Next, and considering the fact that all these important people are / were intelligent in different ways, they will have to answer the question: “What is intelligence?” They will have to come out with a definition that comprises the ideas of everybody in the group. They will use the cooperative strategies Team Statements and Gambit Chips.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what multiple intelligences are: The different ways in which everybody can be smart.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way in which you are intelligent / smart?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: (See visual)

Did you know that Michelangelo was good in almost all the intelligences and he is supposed to be one of the most intelligent people ever alive?

☞ Game:

*Birds Have Feathers* (moderate)

One player is leader. He and all the others flap their arms like birds. He calls out names of something with feathers. If a player flaps his wings on a calling that doesn't have feathers he's out. The leader flaps his wings on almost all things to confuse the group and calls as rapidly as possible. "Birds have feathers, bats have feathers, babies have feathers, etc."

***D. Inform students of topic of next lesson.***

In the next writing lesson we are going to learn about the type of intelligence we have.

.....

#### 4. Assessment:

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

##### ➤ 1. Knowledge

- ✓ 1. If you are good in math, what type of smart do you think you are? (Number smart)
- ✓ 2. If you are a good speller, what type of smart do you think you are? (Word smart)

##### ➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, one of the ways you can be intelligent?

##### ➤ 3. Application

- ✓ 1. Could you think about some people you know who could be as intelligent as the people we read about?

##### ➤ 4. Analysis

- ✓ 1. Who do you think is the most intelligent among the following people: a mathematician, a writer, a basketball player, a dancer, an architect, a biologist, a psychologist, a poet? Why?

##### ➤ 5. Synthesis

- ✓ 1. Could you create your own particular chart / song / poem / rhythm, etc, that would represent the 8 types of smart we have studied today?

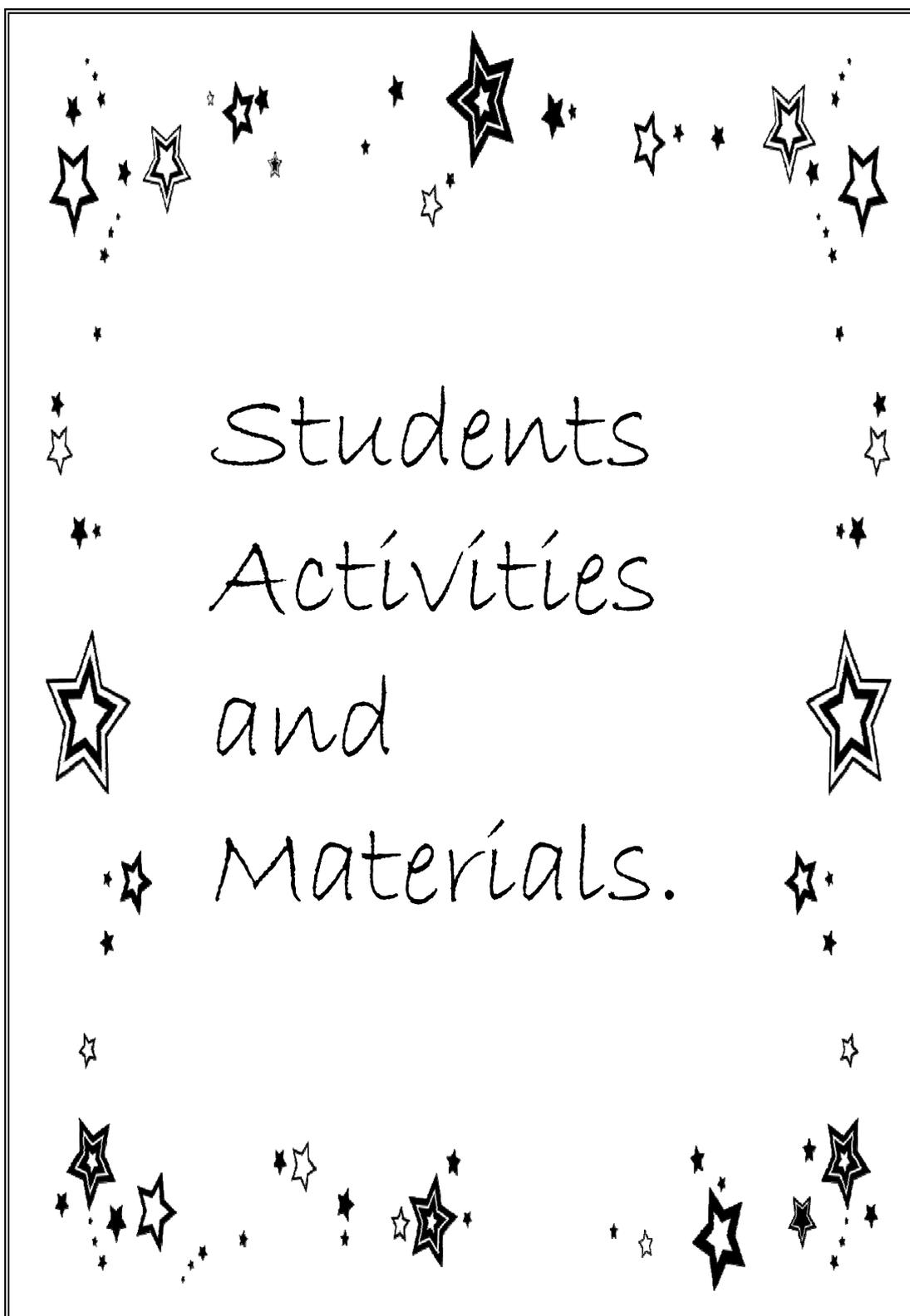
##### ➤ 6. Evaluation

- ✓ 1. Do you believe people can be taught to be intelligent in the eight types of intelligence that we have studied? Why?

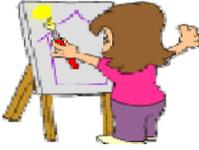
4.1.3. ***Student self assessment using Multiple Intelligences Theory.***

##### 4.2. Formal:

4.2.1. ***Observation:*** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Introductory Activity. Are you smart?** (Use this chart to explain the results of the answers to the questions).

MULTIPLE INTELLIGENCES	
<p><b>1. Word smart</b> Vocabulary, spell easily, reading, writing,....</p> 	<p><b>5. Body smart</b> Sports, acting, dancing, ...</p> 
<p><b>2. Number smart</b> Math, solve problems, creating theories,...</p> 	<p><b>6. People smart</b> Making friends easily, being a leader,...</p> 
<p><b>3. Art smart</b> Drawing, coloring, understanding images, ...</p> 	<p><b>7. Self-smart</b> Understanding the way we act, think, behave, etc. Enjoying being alone, ...</p> 
<p><b>4. Music smart</b> Singing, enjoying music, reading and writing music, ...</p> 	<p><b>8. Nature smart</b> Gardening, loving animals, being outdoors, ....</p> 

**Activity: Write a definition of intelligence. (Part 1) What type of smart are these people?** Use the table with the names and the main characteristics of these 8 types of intelligence. You will read them out loud. Cut them apart and decide what kind of intelligence best describes these people. To do this activity you will use the cooperative strategies *Round Table Sorting* and *Numbered Heads Together*.

*Round Table Sorting*

1. Set all the pictures of the different Intelligent People face up.
2. Cut all the pieces of the table 8 Kinds of Intelligence. E.g. *Verbal / Linguistic Intelligence: Good with words, spells easy,...* Put all of them face up.
3. Match each person with the corresponding intelligence. Everybody in the team must agree. Example: *Verbal / Linguistic Intelligence: Dr. Seuss*.
4. Using a piece of construction paper glue all the “Intelligent People” and their intelligences.
5. Fill up the table “They Were Smart People.”
6. When finished, you will share with the rest of the class using the cooperative strategy *Numbered Heads Together*.

**Table of Intelligences.**

Type of Intelligence	Good at .....
Verbal / Linguistic <i>Word smart</i>	Vocabulary, spell easily, reading, writing,....
Logical/ Mathematical <i>Number smart</i>	Math, solve problems, creating theories,...
Visual / Spatial <i>Art smart</i>	Drawing, understanding images, coloring, ...
Bodily / Kinesthetic <i>Body smart</i>	Sports, acting, dancing, ...
Naturalistic <i>Nature smart</i>	Gardening, loving animals, being outdoors, ....
Interpersonal <i>People-smart</i>	Making and maintaining friends easily, understanding and respecting others, being a leader, working with others,...
Intrapersonal <i>Self- smart</i>	Being alone and enjoying it, understanding about the way we think / act / work, having strong opinions and believes, ...
Musical / Rhythmic <i>Music smart</i>	Singing, enjoying music, reading and writing music, ...

**Activity: Write a definition of intelligence. (Part 2).**

Next, and considering the fact that all these important people are / were intelligent in different ways, you will have to answer the question: “What is intelligence?” You will have to come out with a definition that comprises the ideas of everybody in the group. You will use the cooperative strategies *Team Statements* and *Gambit Chips*.

Team Statement

1. First the teacher announces the topic: “Intelligence is....”.
2. Students think about the topic for at least 20 – 30 seconds.
3. Students will look at the pictures and will think for another 20 – 30 seconds.
4. The teacher will say: “It is time to share”. Then, you will discuss what you thought intelligence is with your shoulder partner.
5. After you have shared with your shoulder partner teacher will say: “Time is up”. Then, you will write down your own statement in your own words and in turns share it with team-mates – it has to be a different team member -.
6. The team works together to come up with a team statement that captures the essence of all individual statements. They will do this using the strategy Gambit Chips.

Gambit Chips

1. You have 4 different gambit chips (cards with phrases). (See Gambit Chips Sheet).

TYPE 1. Appreciation Gambits: You will express that you are thankful for something that your partners said. You will say things like:

- ✓ “Thank you for sharing your information/data/facts/... with me”;
- ✓ “What I appreciate/ value/ am thankful for/.... is...”
- ✓ “Your definition/idea/advise/thought/...has helped/facilitated/aided/assisted me to understand/remember/have a better idea of .....

TYPE 2. Request Gambits: You will politely ask for something:

- ✓ “May I listen your definition/idea/advise/etc. again /for a second time /another time / once more?”
- ✓ “If you are disposed/willing/agreeable to include/ incorporate/ add in this part/..... in your ..... I think I would use yours as the general .....
- ✓ Could you please inform / tell me again/once more your ..... (Example: point of view)?

TYPE 3. Empathy Gambits: You will try to understand the way somebody has felt when he /she has expressed something. You will say things like:

- ✓ “I understand how you feel / think / ..... because...”

- ✓ “I would have felt the same way if I would have been in your same position or ...”
- ✓ “I may imagine what you are going through/feeling/experiencing/...It’s totally understandable/ logical/ reasonable/ rational / based on reason/ comprehensible/...

TYPE 4. Rephrase Gambits: You will restate with your own words what somebody has just said. You will say things like:

- ✓ “If I am not mistaken, what you just said was, ...”
- ✓ “So, what you mean is ...”
- ✓ “Let’s put it this way, what you are trying to say is ....”

2. One student reads his / her definition of intelligence.

3. After that person has spoken, one student at a time uses a gambit chip to provide feedback. The student who used the gambit chip can’t talk till everybody has used one of his / her gambit chips. All students have to use one of the different gambit chips.



**What is intelligence?**

INTELLIGENCE IS

.....

.....

.....

.....

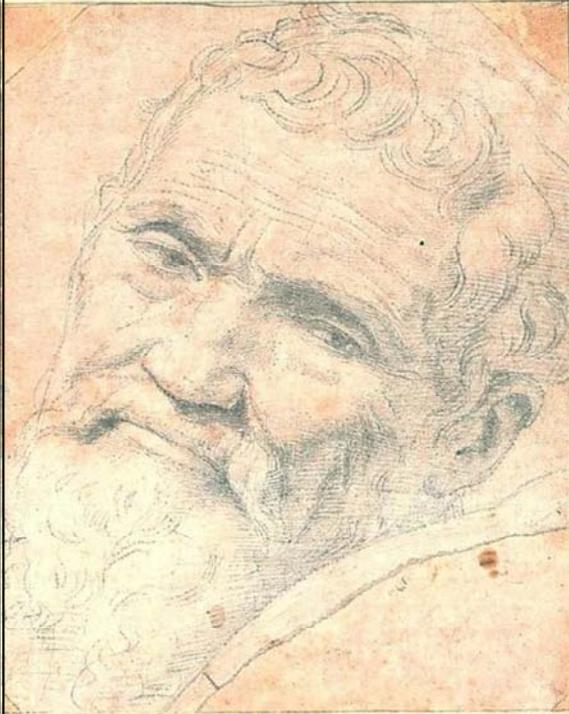
By

1.....

2.....

3.....

4.....

**Interesting Fact.**

Michelangelo di Lodovico Buonarroti Simoni (March 6, 1475 – February 18, 1564), commonly known as **Michelangelo**, was an Italian Renaissance painter, sculptor, architect, poet and engineer.



The **Statue of David**, completed by Michelangelo in 1504, is one of the most renowned works of the Renaissance.



He painted the ceiling of the **Sistine Chapel** (Italian: *Cappella Sistina*) is the best-known chapel in the Apostolic Palace, the official residence of the Pope in Vatican City.  
Picture: God creates Adam.

Did you know that **Michelangelo** was good in almost all the intelligences and he is supposed to be one of the most intelligent people ever alive?

**Maria Isabel Garcia Garrido**



## LESSON NUMBER: 7

- **TOPIC OF THE LESSON:**  
Learn about Multiple Intelligences. (3)
  
- **CONTEXT:**  
“Write an “I am smart” statement.”





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (3).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** Write an “I am smart” statement.

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Music.

**LESSON NUMBER:** 7

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be capable of understanding the main idea behind Multiple Intelligences.
- The music objectives are: Identify different types of music.

**SOCIO EMOTIONAL DEVELOPMENT**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.2a. Describe personal skills and interests that one wants to develop.

- Students will be able to experience feelings of potential success by recognizing qualities in famous people and compare themselves to them.

**1.2. Language Objectives:**

- Students will be able to provide at least three reasons, verbally and in written form, to justify the type of smart they think they are.

.....

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Discussion; 1.2. Rotating Recorder; 1.3. Corners; 1.4. Categorizing; 2. Modelling; 3. Independent Practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies, radio (or any type of music player device: DVD player / MP3, MP4, etc).

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson: 1) If you are good in math, what type of smart do you think you are? (Number Smart) 2) If you are a good speller, what type of smart do you think you are? (Word Smart). 3) Can you explain, in your own words, one of the ways you can be intelligent?
- ✓ Student Self-assessment:

☞ **Introductory Activity:** “What type of music is this?”

☞ **Cooperative Strategies:** Discussion ; Rotating Recorder

☞ **Description:** Teacher will make it interesting by:

- Giving students the pictures of some singers; names of the songs (teacher will play these songs) and names of genres these songs belong to. Students will have to decide what type of music it is. The procedure will be:
  - 1) All classroom groups will participate.
  - 2) Teacher will tell students they have three minutes to decide the genre of each song / singer.
  - 3) They will work together using the cooperative strategy Rotating Recorder and Categorizing.
  - 4) The team that has the most right answers is the winning team.
  - 5) Students will be rewarded accordingly.
  - 6) When the activity is done students will discuss the best ways to work in a group and to be most effective.
  - 7) Once they have found out the answers, individually, they will have to write a couple of sentences (give students around a minute to write about it and around a minute to share with their partners) about their favorite type of music or singer (if they choose a singer they need to talk about the type of music this singer sings / performs). They will have to provide some details for this music to be their favorite one.
- Solutions: 1) Hip Hop: Black Eyed Peas; 2) Country: Dolly Parton; 3) Latin Music: Shakira.

- Note: We suggest the use of different free online radio stations to play the music of these singers. Some of the websites are:

 [www.yahoomusic.com](http://www.yahoomusic.com)

 [www.pandora.com](http://www.pandora.com)

 [www.jango.com](http://www.jango.com)

 [www.music.aol.com](http://www.music.aol.com)

 [www.live365.com](http://www.live365.com)

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

*☞* A.1. Definition of the terms to be learned:

“Today we are going to continue learning about multiple types of intelligence. This means that you can be smart in many ways. During our previous lessons, we have been playing games where you had to use a particular type of intelligence. Example: “Build the tallest tower”. What type of intelligence do you think we used when we were doing that activity? Do you remember other activities we have done; what type of intelligence will you say we used to perform them?”

*☞* A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson)

“At the end of this lesson you will be able to figure out what type(s) of smart you are”.

*☞* A.3. Why is this important?

(Same of previous lesson)

“This will help you not only to feel much better about yourself but also to acknowledge the virtues of all the people around you”.

*☞* A.4. What are the students going to do?

“And now you will think about what type of smart you are.”

***B. Teacher will model the activity.***

Teacher will fill out one of the sections of the table using the overhead projector.

Character	Reasons why I think he/she was smart.	I am most like this person because .....
Dr.Seuss	1. He was smart because he studied hard when he went to school. 2. He was smart because he was able to make a lot of people laugh.	I like to learn new things and be in school. I love writing. I also adore to tell jokes and to have fun with my friends.

### C. Students Practice.

🌀 **Activity:** “I am smart statement”

🌀 **Cooperative Strategies:** Corners.

🌀 **Description:**

- Teacher will give students three things:
  - 1) A pre-writing activity titled: “Fill out the “I am smart like ... because ....” This will contain the above chart (the one the teacher filled out using the overhead projector) and a short personal statement. With these papers, students will be able to see how to use the information written in the chart to compose their statement.
  - 2) An empty pre-writing sheet that students could use to organize their thoughts (their pre-writing page).
  - 3) An activity sheet titled: “I am smart statement.” Here, they will have to write about the things they are good at. And therefore, what type of smart they think they are. They will need to include at least 3 reasons to justify the type of smart they think they are.
  - 4) When all the students have finished, everybody will share what they wrote with the rest of the class using the cooperative strategy Corners.

### 3.4. Closure of the lesson: (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what multiple intelligences are: The different ways in which everybody can be smart.

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way in which you are intelligent / smart?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Joke. (See visual)

☞ Game:

*Beat the Bunny* (circle/passive)

Equipment: Two balls of different size.

The bunny (small ball) is started first and is passed from child to child around the circle. When the bunny is about half way around, the farmer (large ball) is started in the same direction. Note: The farmer can change directions to try and catch the bunny, but the bunny can only go one way.

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about how we can enhance and develop our intelligences.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. If you are Word Smart / Number Smart / Music Smart / Art Smart / People Smart / Self-Smart / Nature Smart / Body Smart can you tell me something that you are good at?

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, one of the reasons you think you are most like .....?
- ✓ 2. Could you tell me what type of intelligence has a computer guy? What about an astronaut?
- ✓ 3. What type of intelligence would you need to play soccer? What about dancing; writing a book; solving a math problem; solving your own problems; having a lot of friends;....?

➤ 3. Application

- ✓ 1. Can you group by type of intelligence a group of friends that you may have?

➤ 4. Analysis

- ✓ 1. What do you think is the best way of enhancing your multiple types of intelligence?

➤ 5. Synthesis

- ✓ 1. In what many ways can you be smart?
- ✓ 2. In what many things can you be good at if you are: Word Smart / Number Smart / Music Smart / Art Smart / People Smart / Self-Smart / Nature Smart / Body Smart

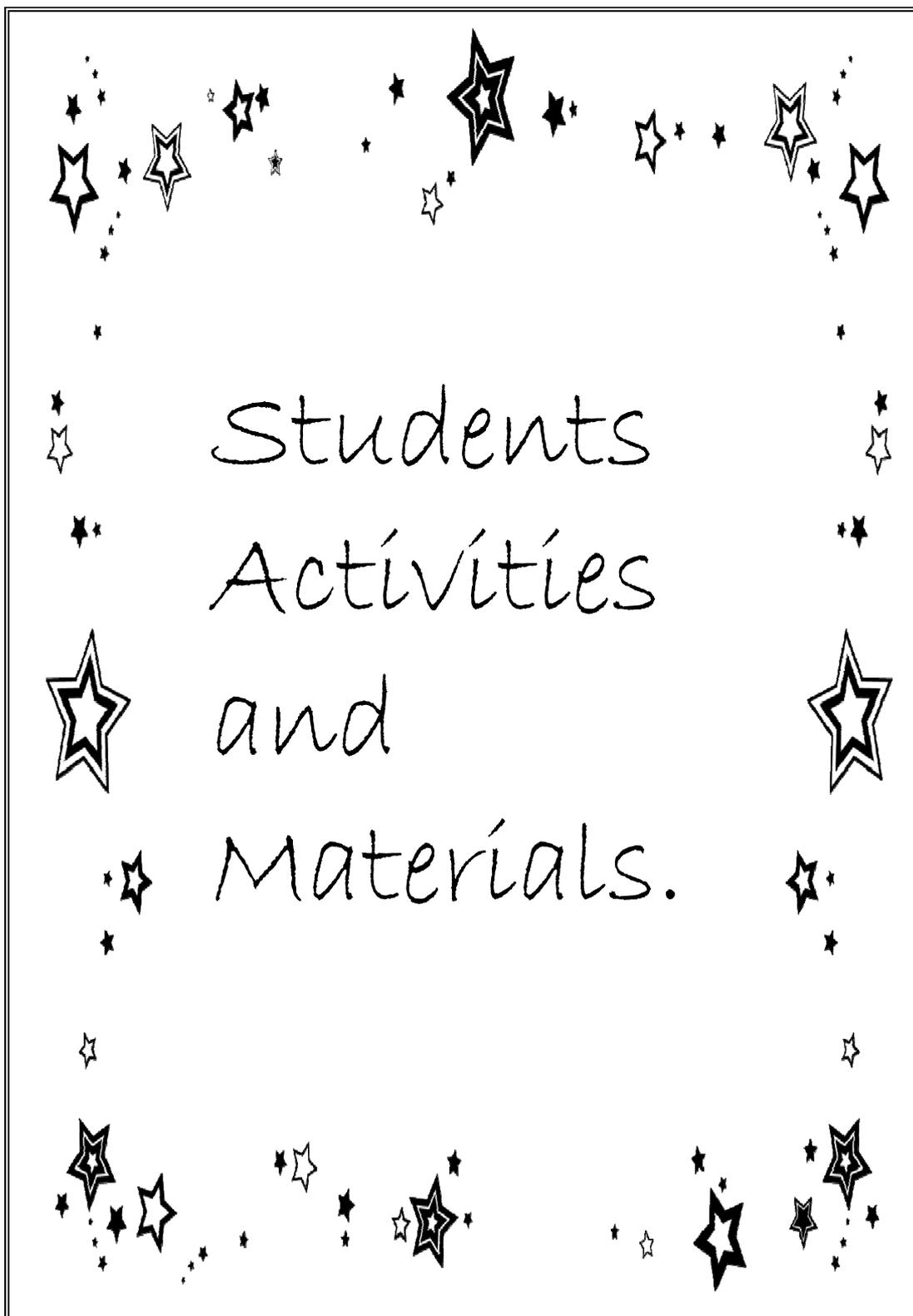
➤ 6. Evaluation

- ✓ 1. Do you believe intelligence is something we are born with or, on the contrary, do you believe it can be developed? Why?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Introductory Activity. What type of music is this?**

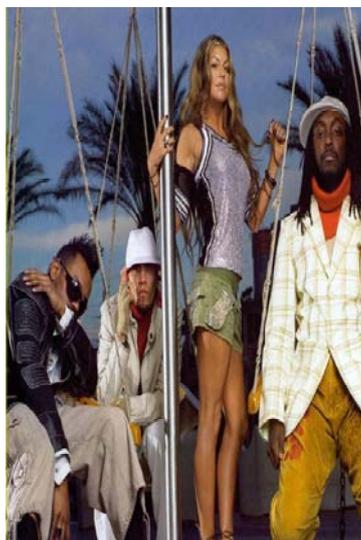
You are going to listen a fragment of 3 different songs. You will also have the names of some musicians / singers. They perform different types of music. Read the characteristics of each genre as you listen to the music and match the singer with the corresponding type of music.

# Types of music



Michael Jackson

1. Classical
2. Opera
3. Tribal
4. Hip Hop or Rap
5. Blues
6. Rock
7. Jazz
8. Alternative
9. Dance
10. Country
11. Folk
12. Latin American
13. Reggae
14. R & B
15. Pop
16. Flamenco



Black Eyed Peas



Dolly Parton



Shakira

Name of the singer	Type of music
	<p>1. <b>Hip hop music</b>, also referred to as <b>rap</b> or <b>rap music</b>, is a style of popular music which came into existence in the United States during the mid-1970s, and became a large part of modern pop culture during the 1980s. It consists of two main components: 1) rapping (MCing) and 2) DJing (audio mixing and scratching).</p> <p>Typically, hip hop music consists of intensely rhythmic lyrical form making abundant use of techniques like assonance, alliteration, and rhyme. The rapper is accompanied by an instrumental track, usually referred to as a "beat", performed by a DJ, created by a producer, or one or more instrumentalists.</p>
	<p> <a href="http://en.wikipedia.org/wiki/Hip_hop_music">http://en.wikipedia.org/wiki/Hip_hop_music</a></p>
	<p>2. <b>Country music</b>, also known as <b>country and western music</b> or <b>country-western</b>, is a blend of popular musical forms originally found in the Southern United States. It has roots in traditional folk music, Celtic music, blues, gospel music, and old-time music and evolved rapidly in the 1920s. The term <i>country music</i> began to be widely applied in the 1940s and was fully embraced in the 1970s, while <i>country and western</i> declined in use.</p>
	<p> <a href="http://en.wikipedia.org/wiki/Country_music">http://en.wikipedia.org/wiki/Country_music</a></p>
	<p>3. <b>Latin American music</b>, sometimes simply called <b>Latin music</b>, includes the music of many countries and comes in many varieties, from the simple, rural conjunto music of northern Mexico to the sophisticated habanera of Cuba, from the symphonies of Heitor Villa-Lobos to the simple and moving Andean flute. Music has played an important part in Latin America's turbulent recent history, for example the nueva canción movement. Latin music is very diverse, with the only truly unifying thread being the use of the Spanish language or, in Brazil, its close cousin the Portuguese language.</p>
	<p> <a href="http://en.wikipedia.org/wiki/Latin_music">http://en.wikipedia.org/wiki/Latin_music</a></p>

**Activity: Pre-writing activity. Fill out the “I am smart like ... because ...”**

We all are smart, in different ways. These are the steps to do this activity:

- 1) Think about the people we have studied and consider who the person is that you have more similarities with.
- 2) Fill out a table like the one below.
- 3) When ready, complete your “I am smart like ....because .....” Use the pre-writing sheet to write your first draft.
- 4) Have a friend proofreading it.
- 5) Then, write your story in the “I am smart statement” sheet.
- 6) When finished, share with your friends using the cooperative strategy corners.

Corners

1. Teacher will hang a picture or a word that names one of the intelligences.
2. Students will stand up and go to the corner that best represents them.
3. Students will share with the rest of the students that are in that group.

Use this page to help you organize your thoughts (as the teacher showed in her example). Once you have filled up the table use the “I am smart” lines below to pre-write your text. Ask your shoulder partner to proofread it. When you have that ready, copy everything on the “I am smart statement” and share it with a friend on your corresponding corner.

Character	Reasons why I think he/she was smart.	I am most like this person because .....
	1.....	1.....
	2.....	2.....
	3.....	3.....

Teacher's example:

Character	Reasons why I think he/she was smart.	I am most like this person because .....
Dr.Seuss	1. He was smart because he studied hard when he went to school. 2. He was smart because he was able to make a lot of people laugh.	I like to learn new things and be in school. I love writing. I also adore to tell jokes and to have fun with my friends.



## I AM SMART

I am smart like Dr. Seuss.

I am most like this person because I have always loved to read and to write. I had a great passion for learning new things and to be in school; as a matter of fact, that's why I am a teacher. He-he !!!

Along with that, I have always been a passionate of writing. I started writing short stories when I was in third grade. I used to win all the prizes in my school.

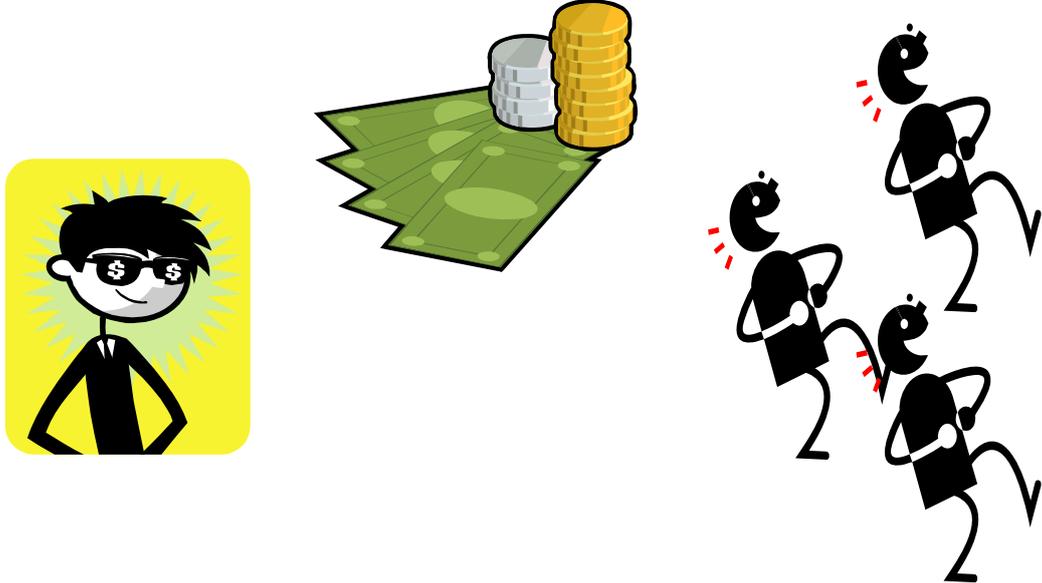
Moreover, I also love to tell jokes and to have fun with my friends. I always make people laugh even when they are really sad.

To end up, I could say that I am word smart because I enjoy writing, using words to make people laugh and I learn by reading and writing.

**Miss M. Garcia.**





**Closing Story. Joke.**

The illustration is contained within a rectangular border. On the left, a cartoon boy with black hair, wearing sunglasses with dollar signs and a black suit, stands with his hands on his hips against a yellow background. In the center, there are stacks of money: a stack of silver coins, a stack of gold coins, and several green banknotes. On the right, three black stick figures with red dashed lines around their heads are running away from the money, representing bullies.

**Little Johnny was a smart guy**

There was a little boy named Johnny who used to hang out at the local corner market. The owner didn't know what Johnny's problem was, but the boys would constantly tease him. They would always comment that he was two bricks shy of a load, or two pickles short of a barrel. To prove it, sometimes they would offer Johnny his choice between a nickel (5 cents) and a dime (10 cents) and John would always take the nickel ... they said, because it was bigger.

One day after Little Johnny grabbed the nickel, the store owner took him aside and said "Johnny, those boys are making fun of you. They think you don't know the dime is worth more than the nickel. Are you grabbing the nickel because it's bigger, or what?"

Slowly, Little Johnny turned toward the store owner and a big grin appeared on his face and he said, "Well, if I took the dime, they'd stop doing it, and so far I have saved \$20!"





## LESSON NUMBER: 8

➤ **TOPIC OF THE LESSON:**

Learn about Multiple Intelligences. (4)

➤ **CONTEXT:**

“Journal Writing: “The activity that I liked the most.”





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (4).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** Journal Writing: “The activity that I liked the most.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Math.

**LESSON NUMBER:** 8

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be capable of understanding the main characteristics of Verbal/Linguistic Intelligence and Mathematical/Logical Intelligence.
- Students will be able to develop higher level thinking by reflecting on the activity they liked the most.

### **MATH**

STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

D. Use algebraic concepts and procedures to represent and solve problems.

8. D.2 Solve linear equations involving whole numbers.

### **1.2. Language Objectives:**

- Students will be able to set at least three reasons, verbally and in written form, to justify a particular choice.
- .....

**2. STRATEGY:** 1. Cooperative Strategies: 1.1. Find somebody who; 1.2. Talking chips; 1.3. Discussion; 2. Independent practice; 3. Modelling.

.....

## **3. ACTIVITY:**

**3.1. Materials:** School supplies, Scrabble Letters Table, Multiplication Beans Answer Sheet.

### **3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson: 1) If you are Word Smart / Number Smart / Music Smart / Art Smart / People Smart / Self-Smart / Nature Smart / Body Smart can you tell me something that you are good at? 2) Can you explain, in your own words, one of the reasons you think you are most like .....?
- ✓ Student Self-assessment:

☞ **Introductory Activity:** “Find somebody who.”

☞ **Cooperative Strategies:** Find somebody who; Discussion

☞ **Description:** Teacher will make it interesting by:

- Telling students they are going to play the game “Find somebody who”.
  - 1) Teacher will give students a chart with all the different kinds of intelligences. They will have to read it – so to review – and look for different people who can fit into each category.
  - 2) Students will move around the classroom trying to find somebody different for each type of intelligence.
  - 3) Each student will have to write, under the category they think suits them the best, what is that they are good at.

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about how to become ‘Word Smart’ and ‘Number Smart’. (See transparencies below).

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about one activity you can do in order to become ‘Word Smart’ and ‘Number Smart’.”

☞ A.3. Why is this important?

“This will help you to become smarter in many more ways than you actually are.”

☞ A.4. What are the students going to do?

“Now we are going to practice activities that are going to make us stronger in two of the intelligences. Today we are going to practice with two of the intelligences. During following lessons, we will continue practicing with two intelligences at a time. We will continue doing that until we have done an activity related to each one of the intelligences. We are going to do that through working stations. This is we will have two different multiple intelligences working stations where you will carry out a particular activity. You will be ten minutes in each station. Once we have finished playing, you are going to sit down in your place and reflect on the activity that you liked the most. (Write about your feelings in relation to... Bloom Taxonomy: Synthesis). You will write that on a journal. You will share with your partners using the cooperative strategy talking chips. The two centers for today are going to be:

- **Activity 1: Verbal / Linguistic Work Station:** Play game Scrabble.
- **Activity 2: Logical / Mathematical Work Station:** Play game Multiplication Beans.

**B. Teacher will model the activities.**

Teacher will do an example of each working station so students know what the rules that apply in that station are.

**C. Students Practice.**

☞ **Activity (1): Verbal / Linguistic Work Station:** Play game Scrabble.

☞ **Cooperative Strategies:** Talking chips

☞ **Description:** See student’s instructions.

☞ **Activity (2): Logical / Mathematical Work Station:** Play game Multiplication Beans.

☞ **Cooperative Strategies:** Talking chips

☞ **Description:** See student’s instructions.

☞ **Activity (3):** Journal Writing.

☞ **Strategies:** Independent practice.

☞ **Description:** See student’s instructions.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review terms using the transparencies from section. A.2.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me something you are good at if you are word / number smart?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: (See visual)

Even Renaissance genius Leonardo da Vinci was well known for telling jokes about famous people and events of the time, pulling pranks and making up funny stories and riddles that others could relate to. Therefore, since I want you all to become geniuses, I'll tell you a joke.

☞ Game:

Blind Cow (circle)

Equipment: bell and blindfolds

All players sit in a circle facing the centre. One person is blindfolded and is the "Blind Cow." The "blind cow" should be spun around and then brought to the centre of the circle. The bell should then be passed around the circle and rung. The "blind cow" will then follow the sound of the bell. The game leader points at the person who should stop the bell. The "blind cow" now has to guess who is holding the bell (by pointing). If the person is right, the chosen person becomes the cow in the next round. If they are wrong, they have to go again (until they guess right).

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about how we can enhance and develop our multiple intelligences.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

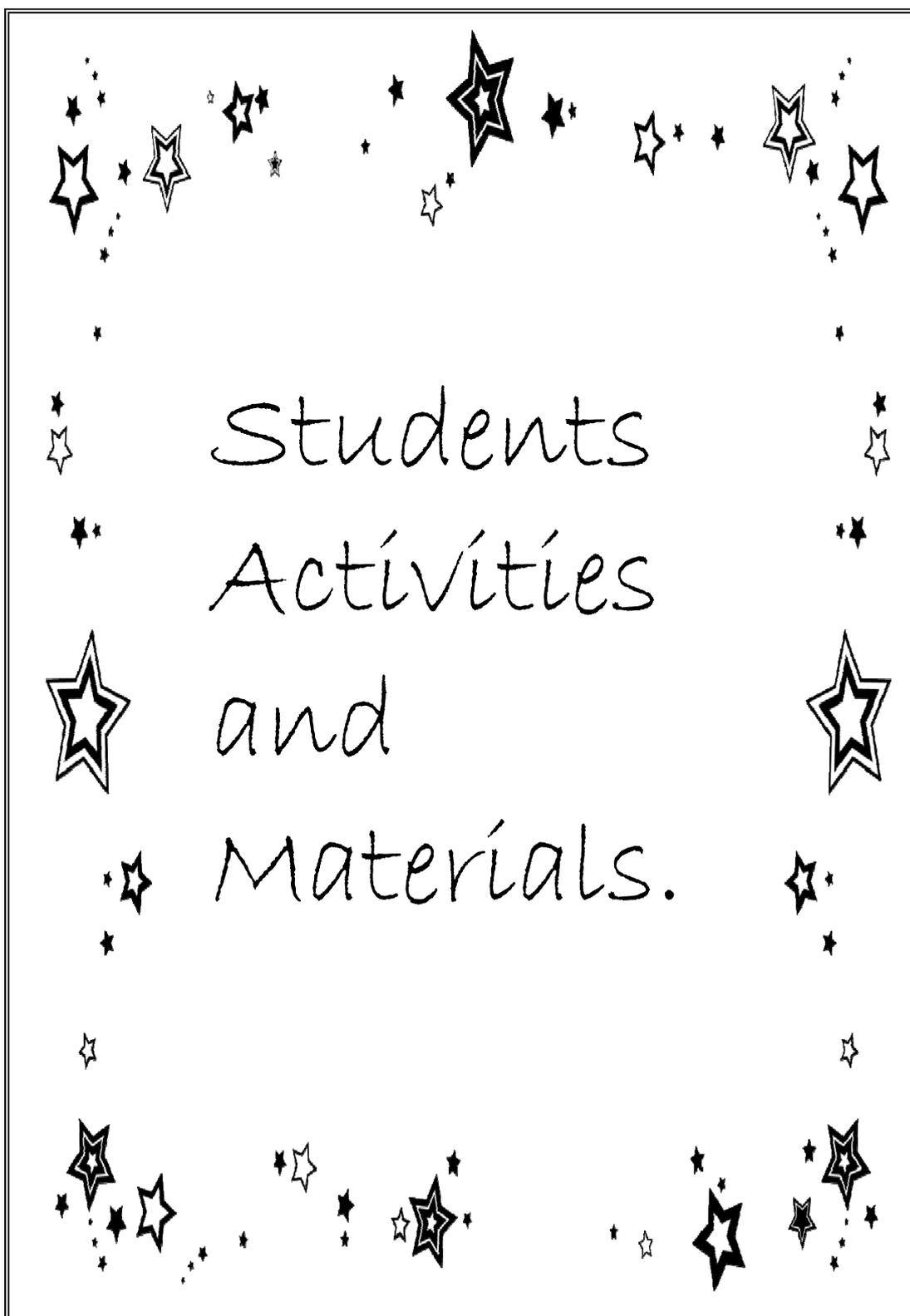
➤ 1. Knowledge

- ✓ 1. What is true or false: a) If you are 'Word Smart' it means you are good at drawing. (F); b) If you are 'Number Smart' it means you are good with numbers? (T)
- 2. Comprehension
  - ✓ 1. Can you explain, in your own words, one of the reasons you think you are ..... smart?
  - ✓ 2. Could you tell me what type of intelligence has a soccer player? What about a lawyer, a teacher, a veterinarian?
- 3. Application
  - ✓ 1. From the information given about multiple type of intelligences can you develop a set of characteristics about each type of intelligence?
  - ✓ 2. Can you group the following jobs by smart types: engineer, architect, interior designer, clothes designer, lawyer, writer, poet, singer, pianist, guitarist, painter, sculptor, judge?
- 4. Analysis
  - ✓ 1. How are a dancer, a soccer player, and an actor similar from a multiple intelligence point of view?
- 5. Synthesis
  - ✓ 1. Could you compose a rhythm about the different types of multiple intelligences?
- 6. Evaluation
  - ✓ 1. What do you think about implementing these types of activities (multiple intelligences centered) in every school?

#### 4.1.3. *Student self assessment using Multiple Intelligences Theory*

#### 4.2. Formal:

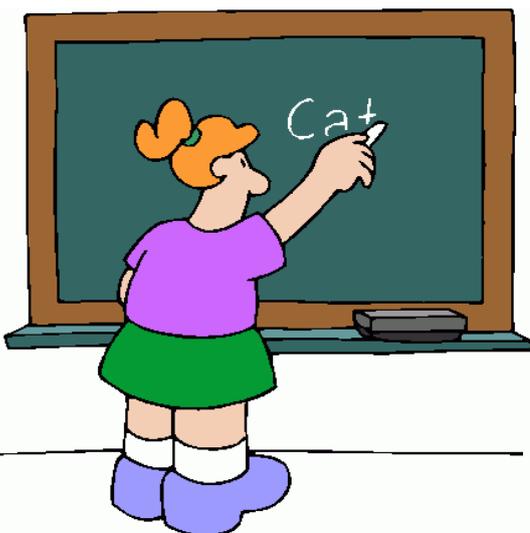
4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



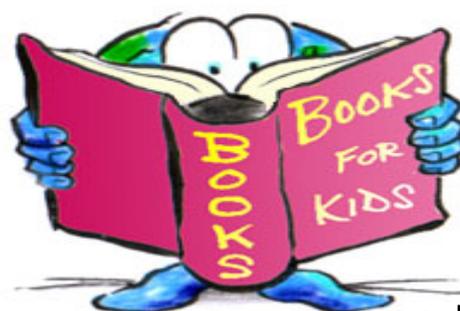
## VERBAL / LINGUISTIC INTELLIGENCE. 'WORD SMART' (1)

A word smart person is someone who likes to:

1) Write, 2) Read; 3) Speak.



writing



reading



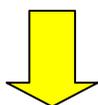
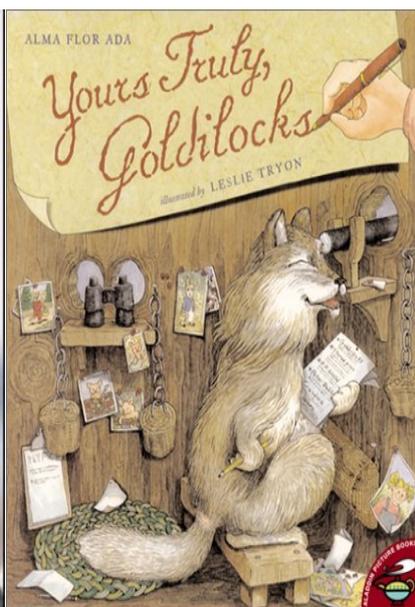
talking

A 'Word Smart' person talks easily, has a lot of vocabulary. He /she expresses himself / herself clearly and enjoys talking / reading / or writing. That person can be good at only one of these things or at all of them.

## VERBAL / LINGUISTIC INTELLIGENCE. WORD SMART PEOPLE (2)

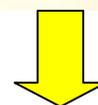
WORKS AT: If you are word smart you can be:

1. Actor/Actress, 2. Attorney, 3. Author, 4. Editor,
5. Journalist, 6. Librarian, 7. Marketing, 8.
- Newscaster, 9. Novelist, 10. Orator, 11. Playwright,
12. Poet, 13. Politician, 14. Publicist, 15. Publisher,
16. Religious Leader, 17. Salesperson, 18. Speaker,
19. Speech Writer, 20. Teacher, 21. Writer.



**Alma Flor Ada. Writer**

Besides writing children's books in both Spanish and English, she is a professor and directs the Center for Multicultural Literature for Children and Young Adults at the University of San Francisco, California.



**Oprah Winfrey. Journalist.**

One of the richest persons in the world. Oprah Winfrey was named one of the 100 Most Influential People of the 20th Century by *Time* magazine, and in 1998 received a Lifetime Achievement Award from the National Academy of Television Arts and Sciences.

## LOGICAL / MATHEMATICAL INTELLIGENCE. 'NUMBER SMART' (1)

**A number smart person is someone who likes to:**

1) Solve problems; 2) ask and answer questions; 3) work with numbers; 4) experiment with things; 5) categorize and classify different elements; 6) work with patterns, etc.



## LOGICAL / MATHEMATICAL INTELLIGENCE. NUMBER SMART PEOPLE (2)

WORKS AT: If you are a number smart person you can be a:

1. Scientists, 2. Computer programmer, 3. Accountant, 4. Astronomer, 5. Banker, 6. Bank Teller, 7. Buyer, 8. Cashier, 9. Doctor, 10. Detective, 12. Economist, 13. Engineer, 14. Entrepreneur, 15. Inventor, 16. Investor, 17. Judge, 18. Mathematician, 19. Mystery Writer, 20. Philosopher, 21. Physicist, 22. Real Estate Agent, 23. Stock Broker, etc.



**Neil Alden Armstrong** (born August 5th, 1930 in Wakaponeta, Ohio) was an astronaut working for NASA and the first person to step on the moon at the South of Mare Tranquilitas (Tranquility Sea) on July 20th 1969 in the legendary mission of Apollo XI. Neil fell in love with airplanes at the age of 6 when he took his first flight, in a Ford Tri-Motor "Tin Goose." He worked at numerous jobs around town and at the nearby airport, Wakaponeta Airport, so he could start taking flying lessons at the age of 15 and on his 16th birthday he was issued a pilot's license. He hadn't even received his automobile license yet.

**Activity: Find someone who.....**

1) Review the 8 ways in which you can be smart. 2) When the teacher invites you to do that, stand up and move around the room to find out somebody who fits into each one of the different categories. You have to write his / her name and write something he / she is good at. 3) You should find a different person for each type of intelligence. 4) When the teacher says “Time is up” go back to your chair and share with your partners.

Example:

Type of Intelligence	Good at .....	Partner's name. What he / she is good at is .....
Verbal / Linguistic	Vocabulary, spell easily, reading, writing,.....	Name: Miss Garcia Good at: She can spell easily; she loves to write and to read.

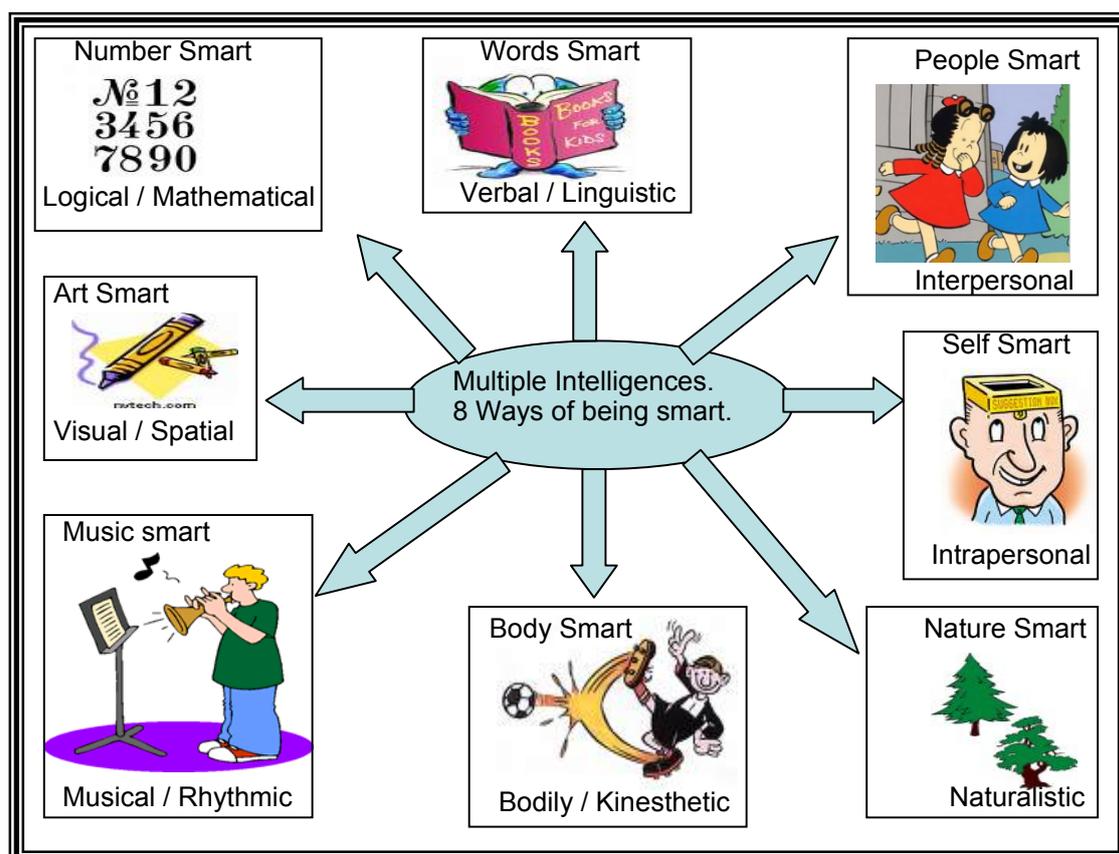
**MULTIPLE INTELLIGENCES CHART. 8 WAYS OF BEING SMART**

Chart created by Maria Isabel García Garrido

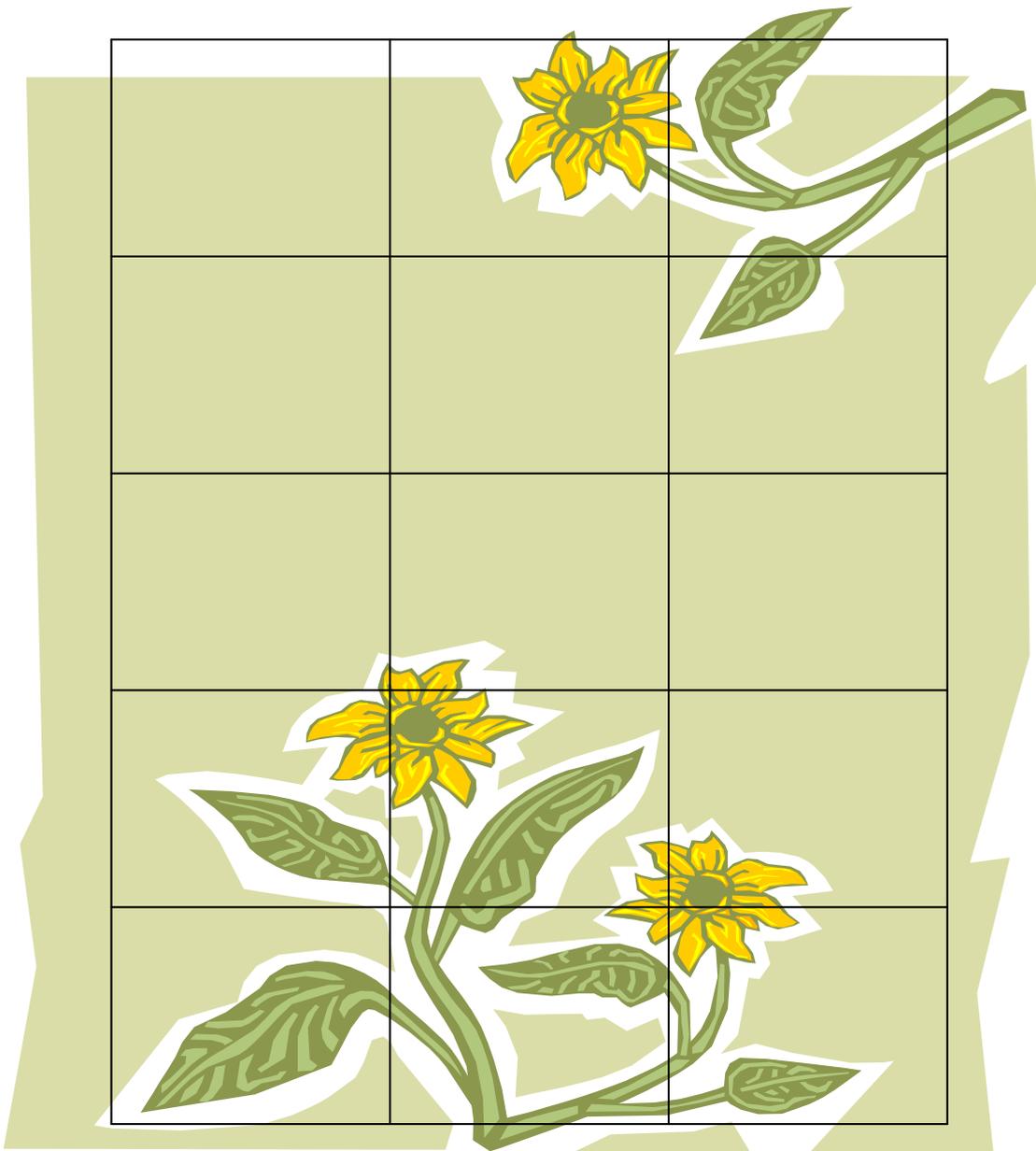
## Find somebody who .....

Type of Intelligence	Good at .....	Partner's name. What he / she is good at is .....
<b>1. Verbal / Linguistic</b>	Vocabulary, spell easily, reading, writing,....	Name:..... Good at..... ..... .....
<b>2. Logical/ Mathematical</b>	Math, solve problems, creating theories,...	Name:..... Good at..... .....
<b>3. Visual / Spatial</b>	Drawing, understanding images, coloring, ...	Name:..... Good at..... .....
<b>4. Bodily / Kinesthetic</b>	Sports, acting, dancing, ...	Name:..... Good at..... .....
<b>5. Naturalistic</b>	Gardening, loving animals, being outdoors, ....	Name:..... Good at..... .....
<b>6. Interpersonal</b>	Making and maintaining friends easily, understanding and respecting others, being a leader, working with others,...	Name:..... Good at..... ..... .....
<b>7. Intrapersonal</b>	Being alone and enjoying it, understanding about the way we think / act / work, having strong opinions and believes,	Name:..... Good at..... ..... .....
<b>8. Musical / Rhythmic</b>	Singing, enjoying music, reading and writing music, ...	Name:..... Good at..... .....

**Work Station 1 Activity: Verbal / Linguistic: Scrabble.**

You have a table with fifteen blocks. Fill it up writing 10 vowels and 5 consonants. Cut the boxes apart. Then, play scrabble with your friends. These are the rules for the game:

1. Each student has 10 vowels and 5 consonants.
2. Each student puts a letter in the center.
3. If one student can form a word continues putting letters till he / she has formed the word.
4. The winner is the student who uses all his / her letters.

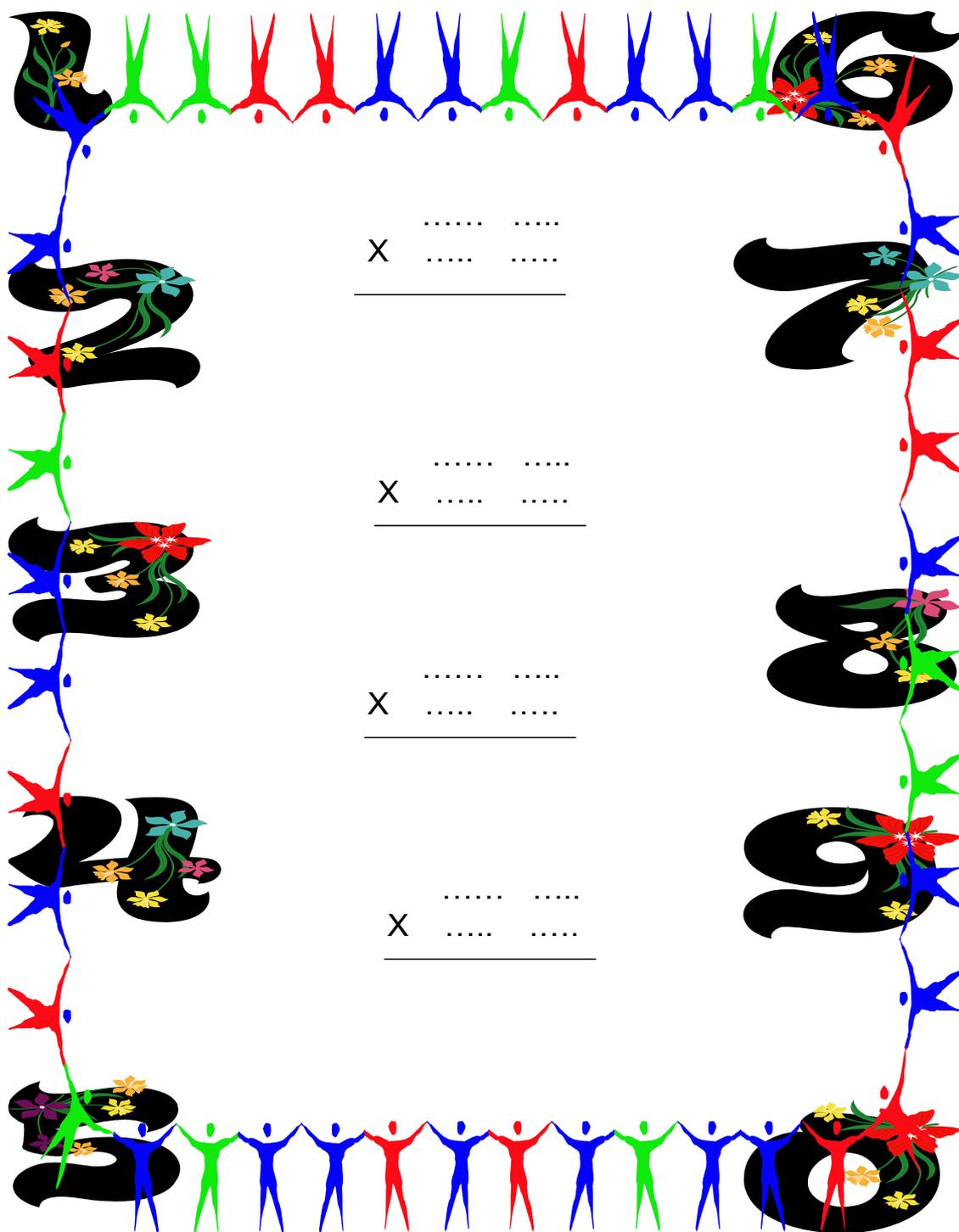
**Scrabble Letters Table**

**Work Station 2 Activity: Logical / Mathematical: Multiplication Beans.**

These are the rules to play the game:

1. Each student has a game card with 4 multiplications.
2. Each student says a number. Students take turns talking following the cooperative strategy *talking chips*
  - 2.1. One student holds a Popsicle stick and talks.
  - 2.2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
  - 2.3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.).
3. The rest of the students write that number on the empty lines (the lines will be filled up from left to right).
4. Each student does the multiplication.
5. When everybody is done you change your multiplication sheet with a partner and that person checks the answer with a calculator.
6. Whoever is right gets a bean. The one to win is the one that has the biggest amount of beans.

## Multiplication Beans Answer Sheet



A decorative border surrounds the page, featuring a repeating pattern of colorful figures (red, blue, green) and flowers (yellow, pink, red) on black silhouettes.

$$\begin{array}{r} \times \quad \dots\dots \quad \dots\dots \\ \quad \dots\dots \quad \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} \times \quad \dots\dots \quad \dots\dots \\ \quad \dots\dots \quad \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} \times \quad \dots\dots \quad \dots\dots \\ \quad \dots\dots \quad \dots\dots \\ \hline \end{array}$$

$$\begin{array}{r} \times \quad \dots\dots \quad \dots\dots \\ \quad \dots\dots \quad \dots\dots \\ \hline \end{array}$$

**Activity 3. Journal Writing.**

**Journal Writing:** 1) Think to yourself about the activity that you like the most. 2) Write your thoughts on your journal. You need to give at least three reasons to justify why this was your favorite activity. 3) When you have finished writing on your journal, you can share what you wrote with your shoulder partner.

The activity that I like the most.



The illustration shows a child with blonde hair, wearing a red shirt, sitting at a desk and writing in a journal. A large yellow thought bubble above the child contains an illustration of a book titled 'Books For Kids' and a box with the numbers '№ 12', '3456', and '7890'. To the right of the thought bubble is a series of horizontal dotted lines for writing.

## Closing Story. Joke.

# JOKES



Doctor, Doctor I feel like a sheep.  
That's baaaaaaaaaad!



Doctor, Doctor I keep thinking there is  
two of me.  
One at a time please.



Doctor, Doctor I keep thinking I'm  
invisible.  
Who said that?



Teacher: Why does the statue of liberty  
stand in New York harbor?  
Pupil: Because it can't sit down!



Great news, teacher says we have a test  
today come rain or shine.  
So what's so great about that?  
It's snowing outside!



Teacher: When was Rome built?  
Pupil: At night.  
Teacher: Why did you say that?  
Pupil: Because my Dad always says that  
Rome wasn't built in a day!





## LESSON NUMBER: 9

➤ **TOPIC OF THE LESSON:**

Learn about Multiple Intelligences. (5)

➤ **CONTEXT:**

“Journal Writing: “The activity that I liked the most”. (2)





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (5).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** Journal Writing: “The activity that I liked the most.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.

**LESSON NUMBER:** 9

---

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to develop higher level thinking by reflecting on the activity they liked the most.
- Students will be capable of understanding the main characteristics of Bodily/Kinesthetic Intelligence and Naturalistic Intelligence.

#### **FINE ARTS**

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

26. B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

26. B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

#### **SCIENCE**

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

12. B.2b Identify features of animals.

### **1.2. Language Objectives:**

- Same of previous lesson.
-

**2. STRATEGIES:** 1. Cooperative Strategies: 1.1. Discussion; 1.2. Draw it! 1.2. Turn Toss; 1.3. Rally Toss; 2. Modelling; 3. Independent practice.

.....  
**3. ACTIVITIES:**

**3.1. Materials:** School supplies, Multiple Intelligences Chart, Sign Language Alphabet and Message Keeper, Table of animals.

**3.2. Introductory Set:**

☞ ***Review of previous lesson:*** (repeat generalizations and have students support them with facts).

- ✓ ***Review Questions:*** What did we learn during the previous lesson: 1) What is true or false: a) If you are ‘Word Smart’ it means you are good at drawing. (F); b) If you are ‘Number Smart’ it means you are good with numbers? (T); 2) Can you explain, in your own words, one of the reasons you think you are ..... smart?; 3) Could you tell me what type of intelligence has a soccer player? What about a lawyer, a teacher, a veterinarian? 4) In order to enhance long term memory, while reviewing the previous lesson, teacher will use the transparency about multiple intelligences so students review this information visually and orally - see previous lesson multiple intelligences transparency-. We are going to review everything we have learned so far about Multiple Intelligences by playing the game “Pictionary.”

- ✓ ***Student Self-assessment:***

☞ ***Introductory Activity:*** “Pictionary.”

☞ ***Cooperative Strategies:*** Discussion; Draw it!

☞ ***Description:*** Teacher will make it interesting by:

- Telling students they are going to play the game “Pictionary”. The procedure will be:
  - 1) All classroom groups will participate.
  - 2) Each group member (4 members) will have one minute to draw a picture that represents an activity that is related to one of the intelligences.
  - 3) The rest of the students will be writing on a piece of paper what they think that person may be representing.

- 4) The person who guesses the type of intelligence the image is related to will win points.
- 5) Everybody in the team must participate.
- 6) When the activity is done students will discuss the best ways to work in a group and to be most effective.

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about how to become ‘Body Smart’ and ‘Nature Smart’.  
(See transparencies below).

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about one activity you can do in order to become ‘Body Smart’ and ‘Nature Smart’.”

☞ A.3. Why is this important?

(Same of previous lesson)

“This will help you to become smarter in many more ways than you actually are.”

☞ A.4. What are the students going to do?

(Same explanation of previous lesson).

The two work stations for today are going to be:

- **Activity 1: Bodily / Kinesthetic:** Play game Sign Language (from Spencer & Kagan: 98 – 10.42).
- **Activity 2: Naturalistic:** Play game Animal Charades (from Spencer & Kagan: 98 – 10.43).

***B. Teacher will model the activities.***

Teacher will do an example of each work station so students know what the rules that apply in that station are.

***C. Students Practice.***

☞ **Activity (1): Bodily / Kinesthetic:** Play game Sign Language (from Spencer & Kagan: 98 – 10.42).

☞ **Cooperative Strategies:** Rally Toss

☞ **Description:** See student's instructions.

☞ **Activity (2): Naturalistic:** Play game Animal Charades (from Spencer & Kagan: 98 – 10.43).

☞ **Cooperative Strategies:** Turn Toss

☞ **Description:** See student's instructions.

☞ **Activity (3):** Journal Writing.

☞ **Strategies:** Independent practice.

☞ **Description:** See student's instructions.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review terms using the transparencies from section. A.2.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me something you are good at if you are body / nature smart?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Joke.

☞ Game:

*Cat and Mouse* (active/circle)

The players should stand in a circle. Two people are chosen, one to be the cat and the other to be the mouse. The object of the game is for the mouse to catch the cat on the inside of the circle. This can be achieved because when the mouse runs in between two people, they will join hands and the cat can not pass through. This game can be repeated with a new cat and mouse.

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about how we can enhance and develop our intelligences.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. What is true or false: 1) When you are good at acting out and / or physical activities you are 'Body Smart' (T) ; 2) When you are good with numbers and art you are 'Nature Smart' (F)

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what is 'Bodily/Kinaesthetic Intelligence'? What about 'Naturalistic Intelligence'?
- ✓ 2. Can you explain, what are some of the benefits of enhancing these two different types of intelligence?

➤ 3. Application

- ✓ 1. Could you think about some experiences of your own where you could be using these two types of intelligence?
- ✓ 2. Would these two intelligences be useful in any situation? Why?

➤ 4. Analysis

- ✓ 1. What are some of the problems that you find out in the application of these two types of intelligences?

➤ 5. Synthesis

- ✓ 1. Can you create your own chart that summarizes the main idea of being 'Nature Smart' / 'Body Smart'?

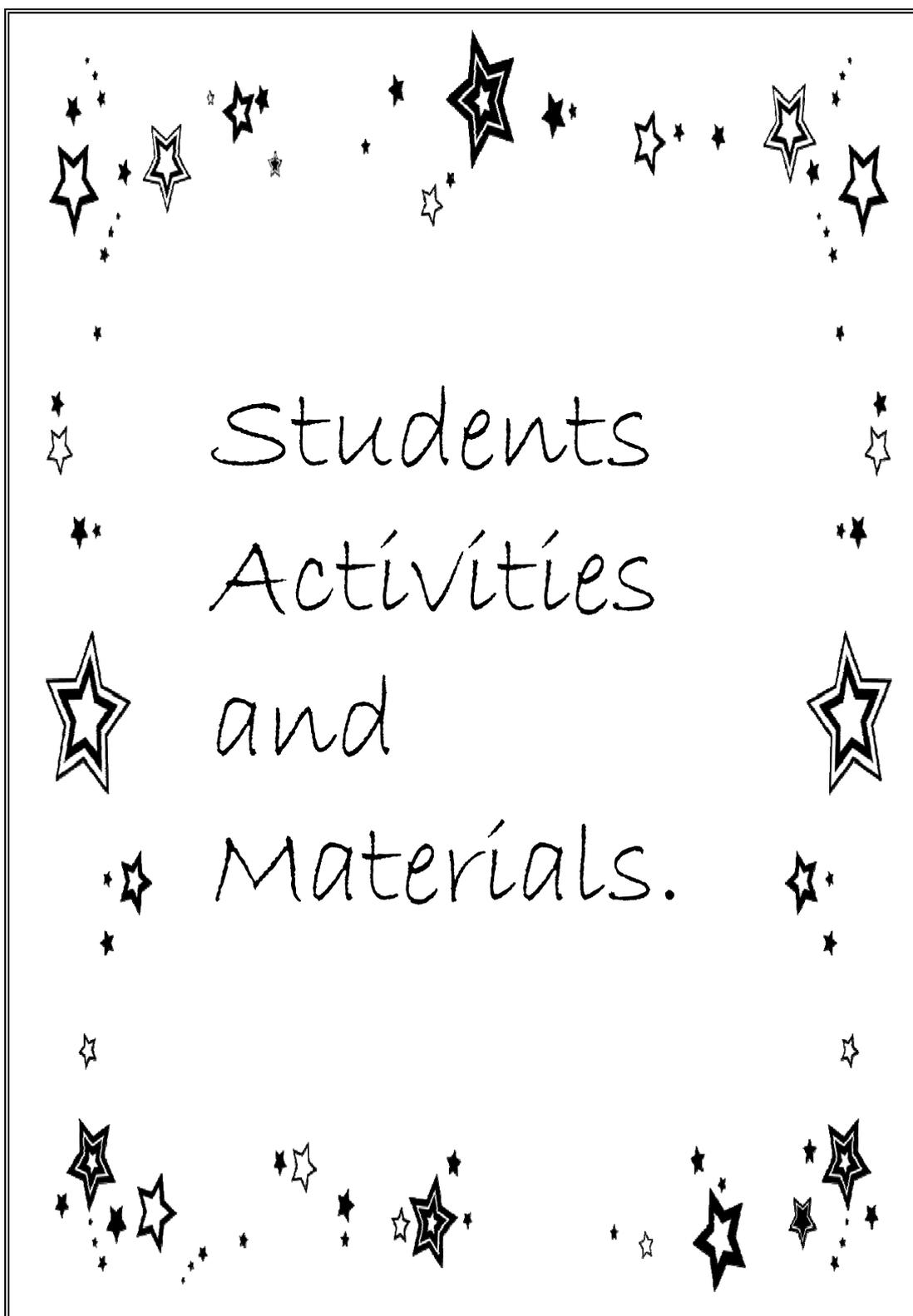
➤ 6. Evaluation

- ✓ 1. Are you a person who enjoys working with your body?
- ✓ 2. How effective do you think you are when you are using your bodily/ kinaesthetic intelligence? What about your nature intelligence?
- ✓ 3. Do you believe these two types of intelligences are as important as mathematical and linguistic intelligence? Why?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

## BODILY / KINESTHETIC INTELLIGENCE. 'BODY SMART' (1)

**A body smart person is someone who likes to:**

1) Use tools, 2) dancing, 3) acting, 4) practice sports, 5) move around, 6) touch things and talk, etc.



## BODY / KINESTHETIC INTELLIGENCE BODY SMART PEOPLE (2)

WORKS AT: If you are a body smart person you can be:

1. Acrobat, 2. Actor, 3. Athlete, 4. Calligrapher, 5. Carpenter, 6. Choreographer, 7. Circus Performer, 8. Construction Worker, 9. Dancer, 10. Electrician, 11. Gymnast, 12. Inventor, 13. Jeweler, 14. Juggler, 15. Martial Artist, 16. Magician, 17. Massage Therapist, 18. Mechanic, 19. Physical Therapist, 20. Plumber, 21. Surgeon, 22.



### **TYRA BANKS. Super Model**

Tyra was born April 12, 1973, in Los Angeles, California. Tyra is an award winning model, accomplished actress and TV celebrity. She hosts her own TV show, the Tyra Banks show. Her mother raised her to be mentally strong. "I was taught only to compete with myself. My mom always told me, 'Don't ever let anyone tell you that you can't do something'." She was the first black model on the cover of Sports Illustrated.



### **Angelina Jolie and Brad Pitt. Actors**

**Brad Pitt:** Born: 18 December 1963 on Shawnee, Oklahoma, USA. Won 1 Golden Globe; 1 Oscar, 1 Emmy nomination. Height: 5' 11".

**Angelina Jolie:** Born: June 4th, 1975 on Los Angeles, California, USA. Height: 5'7".

The movie where they started their relationship was Mr. and Mrs. Smith. Brad Pitt was married at that time to Jennifer Aniston (one of the main characters of the TV show Friends).

The couple has worked hard to get funds to help children in Africa.

## NATURALISTIC INTELLIGENCE. 'NATURE SMART' (1)

**A nature smart person is someone who likes to:**

1) Be involved with nature; 2) Make distinctions; etc.



## NATURALISTIC INTELLIGENCE – NATURE – SMART PEOPLE (2)

WORKS AT: 1. Animal Trainer; 2. Archaeologist;  
3. Astronomer; 4. Entomologist; 5. Botanist;  
6. Conservationist; 7. Docent; 8. Doctor; 9. Ecologist; 10.  
Environmentalist; 11. Explorer; 12. Farmer; 13. Fisher; 14.  
Geologist; 15. Guide; 16. Hunter; 17. Meteorologist; 18.  
Oceanographer; 19. Photographer; 20. Scientist;  
21. Veterinarian; 22. Zoologist



### **Gregor Mendel. Scientist.**

Born in 1822 in Hyncice, Moravia (now Czech Republic). He died on 1884.

Best Known As: The founding father of modern genetics. A monk with a scientific streak, Mendel made botanical discoveries which became the basis of modern genetics. His careful cross-breeding of thousands of pea plants led Mendel to key insights, now called Mendel's Laws of Heredity, about how inherited traits are passed on from generation to generation.

*Who do you look like? Is it your mom or your dad that you resemble the most? What about your brothers and sisters? Gregor Mendel discovered that we inherit and share traits with our family members.*



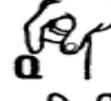
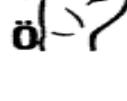
Mary Kate Olsen



Ashley Olsen

**Work Station 1 Activity: Bodily / Kinesthetic: Sign Language** (idea taken from Spencer & Kagan: 98 – 10.42). These are the rules to play the game: 1. Choose a partner. 2. Write a message in a piece of paper. 3. Use the Sign Language Alphabet to tell something to your partner. 4. Each of you has to write his / her guess on the space provided. 5. Check with your partner what you just said using the sign language. 6. Take turns creating messages using the cooperative strategy *Rally Toss*: Partners toss a ball (paper wad) while doing Rally Robin. (Individuals in pairs take turns playing. Rally Robin is the verbal counterpart of a Ping-Pong rally in which two players rally back and forth.) 7. You cannot talk at any time; remember this is sign language.

**Sign Language Alphabet and Message Keeper**

My message 1: .....

My partners' message 1: .....

My message 2: .....

My partners' message 2: .....

My message 3: .....

My partners' message 3: .....

**Work Station 2 Activity: Naturalistic:** Animal Charades (idea taken from Spencer & Kagan: 98 – 10.43).

These are the rules to play the game: 1. Work in teams of four. 2. Cut apart the animal cards below. 3. Shuffle them face down on a desk. 4. Take turns picking one card each until there are no more cards. 5. Student 1 picks one of his or her animals and acts it out, no noises are allowed. 6. Team mates try to guess what animal he or she is acting out. 7. Take turns acting out your animal cards using the cooperative strategy *Turn Toss*: Students in any order toss a ball (paper wad) while talking, visually indicating whose turn it is to talk. A "no toss backs" rule prevents a pair from dominating.

**Table of animals**

Cat	Mouse	Frog
Shark	Turtle	Pig
Butterfly	Squirrel	Ant
Bear	Dog	Giraffe
Snake	Horse	Gorilla
Lion	Skunk	Mosquito
Eagle	Ostrich	Alligator
Kangaroo	Iguana	Koala



# JOKES



A skeleton joke  
Why didn't the skeleton go to the party?  
He had no body to go with!



A cannibal joke  
What happened at the cannibal's  
wedding party?  
They toasted the bride and groom!



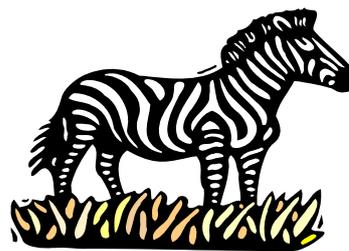
A vampire joke  
What's Dracula's car called?  
A mobile blood unit!



Q: What is the loudest state?  
A: ILLI-NOISE



One day a kid asked his friend if he'd  
seen the movie "constipation?" His friend  
replied "no". "yeah?" he said "it never  
came out."



Q: What is black and white and red all  
over?  
A: A zebra with a rash





## LESSON NUMBER: 10

➤ **TOPIC OF THE LESSON:**

Learn about Multiple Intelligences. (6)

➤ **CONTEXT:**

“Journal Writing: “All the things that I can do.”(1)





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (6).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** Journal Writing: “All the things that I can do.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Art

**LESSON NUMBER:** 10

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to develop higher level thinking by reflecting on the activity they liked the most.

- Students will be capable of understanding the main characteristics of Intrapersonal Intelligence and Interpersonal Intelligence.

**FINE ARTS**

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts  
26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

**MUSIC**

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts  
26.B.2a Dance: Demonstrate control, coordination, balance, elevation and accuracy in rhythmic response and awareness of choreographic form.

**1.2. Language Objectives:**

- Same of previous lesson.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 2.1. Discussion; 2.2. Dance! 2.3. Spend a buck; 2. Modelling; 3. Independent Practice.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ ***Review of previous lesson:*** (repeat generalizations and have students support them with facts).

✓ ***Review Questions:*** What did we learn during the previous lesson: Who remembers what working in a group is? What is the name that we give to those strategies we use when working with our partners? Could you tell me one positive thing of working in a group? Could you tell me some of the rules you have to follow when you work with your partners?

✓ ***Student Self-assessment:***

☞ ***Introductory Activity:*** “Dance to the rhythm and create a title with your body.”

☞ ***Cooperative Strategies:*** Discussion; Dance!

☞ ***Description:*** Teacher will make it interesting by:

➤ Telling students they are going to dance a song. The procedure will be:

- 1) All classroom groups will participate.
- 2) Teacher will play a song and each group member will be invited to dance as they feel that music should be danced.
- 3) When the song is over, students, as a group, will have to make a word with their body that will be the title for the song they just listened to. Students can just form a letter individually or they can combine their body parts to form a letter.
- 4) Teacher will also ask students what kind of intelligence they think we are using when we dance or when we do a choreography for a song.

**3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about how to become ‘People Smart’ and ‘Self – Smart’.

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about one activity you can do in order to become ‘Word Smart’ and ‘Number Smart’.”

☞ A.3. Why is this important?

(Same of previous lesson)

“This will help you to become smarter in many more ways than you actually are.”

☞ A.4. What are the students going to do?

The two work stations for today are going to be:

- **Activity 1: Intrapersonal Center:** Fill up the people person plan. (From Spencer & Kagan: 98 – 10.61).
- **Activity 2: Interpersonal Center:** Design a team cap. (From Spencer & Kagan: 98 – 10.28).

**B. Teacher will model the activities.**

Teacher will do an example of each centre so students now what are the rules that apply in that station.

**C. Students Practice.**

☞ **Activity (1): Intrapersonal Work Station:** Fill up the people person plan. (Adaptation from Spencer & Kagan: 98 – 10.61).

☞ **Strategies:** Independent Practice.

☞ **Description:** See student’s instructions.

☞ **Activity (2): Interpersonal Work Station.** Design a team cap. (Adaptation from Spencer & Kagan: 98 – 10.28).

☞ **Cooperative Strategies:** Spend a buck.

☞ **Description:** See student’s instructions.

☞ **Activity (3):** Journal Writing.

☞ **Strategies:** Independent practice.

☞ **Description:** See student’s instructions.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review terms using the transparencies from section. A.2.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way in which you are people or self / smart?

***C. Add a closing story or interesting fact.***

We will end this class learning how to dance the choreography of the song that we listened to at the beginning of the lesson.

***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about two other types of intelligences. Could you guess which ones?

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. What is true or false: When you are 'People Smart' you have a lot of friends. (T). When you are 'Self-Smart' you can understand the way other people think and behave. (T)

➤ 2. Comprehension

- ✓ 1. Can you explain, in your own words, what is Intrapersonal Intelligence? What about Interpersonal Intelligence?
- ✓ 2. Can you explain, what are some of the benefits of enhancing these two different types of intelligence?

➤ 3. Application

- ✓ 1. Could you think about some experiences of your own where you could be using these two types of intelligence?
- ✓ 2. Would these two intelligences be useful in any situation? Why?

➤ 4. Analysis

- ✓ 1. What are some of the problems that you find out in the application of these two types of intelligences?

➤ 5. Synthesis

- ✓ 1. Imagine you work for the Human Resources department of a famous company. Your boss asks you to hire a person who is 'People Smart'. What type of questions will you ask to the applicants for the job?
- ✓ 2. Imagine you are a school psychologist and you want to help some students getting along with their teammates. What advice would you give them?

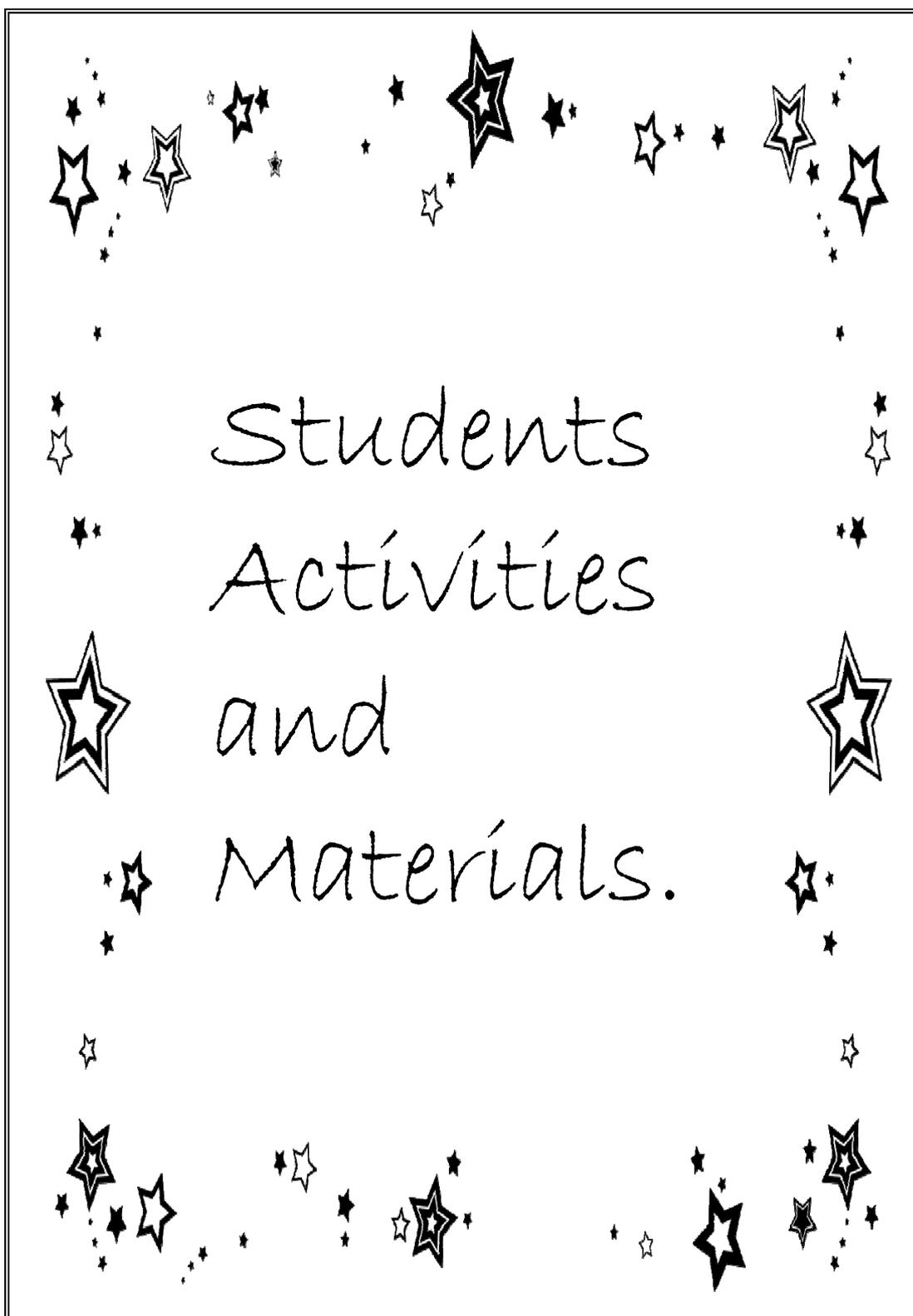
➤ 6. Evaluation

- ✓ 1. Are you a person who enjoys working with others or are you much more comfortable working on your own?
- ✓ 2. How effective do you think you are when you are using your people person skills?
- ✓ 3. Do you believe these two types of intelligences are as important as the mathematical, linguistic, bodily kinaesthetic or naturalistic intelligence? Why?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

## INTRAPERSONAL INTELLIGENCE, SELF-SMART (1)

**A self-smart person is someone who likes to:**

- 1) Work alone;
- 2) Doing self-paced projects;
- 3) Having space;
- 4) Reflecting; etc.



## INTRAPERSONAL INTELLIGENCE – SELF – SMART PEOPLE (2)

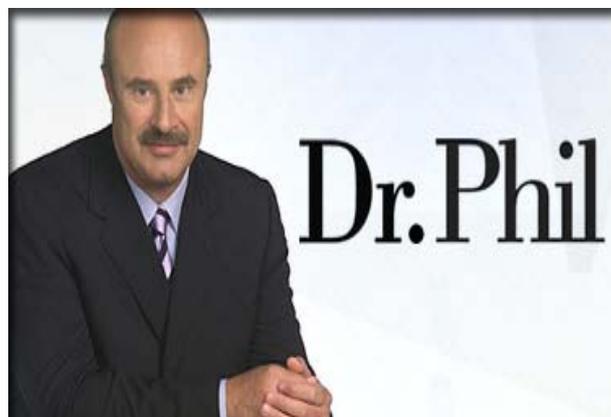
WORKS AT: Artist; 2. Autobiographer; 3. Counselor; 4. Essayist; 5. Entrepreneur; 6. Explorer; 7. Judge; 8. Lawyer; 9. Philosopher; 10. Poet; 11. political leader; 12. Psychiatrist; 13. Psychologist; 14. spiritual leader; 15. Teacher; 16. theologian; 17. Writer, etc.



**Judith Sheindlin. Judge.** (also known as Judy Sheindlin or Judge Judy; born Judith Blum on October 21, 1942) is an American family court judge, author, and television personality.

After retiring as a family court judge in 1996, she became famous by hosting her own syndicated court show, *Judge Judy*. She has credited her father, Murray Blum, for helping her succeed.

The cases on *Judge Judy* are real. The people who appear on her show sign a waiver agreeing that arbitration in her court is final and cannot be pursued elsewhere unless she dismisses the case without prejudice. The award for each judgment is paid by the producers of the show from a fund reserved for each case. The remainder of the fund is split between the parties for a particular case.



**Phillip Calvin "Phil" McGraw. Psychologist.**

Born September 1, 1950 in Vinita, Oklahoma. Best known as **Dr. Phil**.

In 1996, Oprah Winfrey hired Phil McGraw to to prepare her for the Amarillo Texas beef trial. Winfrey was so impressed with McGraw that she credited him for her victory in that case, which ended in 1998. Soon after, she invited him to appear on her show. His appearance proved so successful that he began appearing weekly as a "Relationship and Life Strategy Expert" on Tuesdays starting in April 1998. In 2002, he was given his own daily TV show, *Dr. Phil*, produced by Winfrey's Harpo Studios. The format is an advice show, where he tackles a different topic on each show, offering advice for his guests' troubles. McGraw has authored a number of self-help books on topics such as relationships and weight loss.

## **INTERPERSONAL INTELLIGENCE. PEOPLE SMART**

**A people smart person is someone who likes to:**  
1) Have friends; 2) Talk to people; 3) Join groups.



## INTERPERSONAL INTELLIGENCE – PEOPLE SMART

WORKS AT: 1. Arbitrator; 2. Actor; 3. Counselor; 4. Doctor; 5. Entrepreneur; 6. Human Resources; 7. Manager; 8. Nurse; 9. Politician; 10. Psychiatrist; 11. Psychologist; 12. Public Relations; 13. Receptionist; 14. Religious Leader; 15. Salesperson; 16. Social Worker; 17. Sociologist; 18. Supervisor; 19. Teacher; 20. Therapist; 21. Travel Agent.

**Confucius. Philosopher.** (551 B.C. - 479 B.C.) Lu, China (now Shandong province).  
Philosopher

Confucius was a teacher and a politician. Not strictly religious, his teachings were a utilitarian approach to social harmony and the moral obligations between individuals and social systems. He coined the famous sentence: “Treat others as you would like to be treated”.



**Abraham Lincoln. U.S. President.**

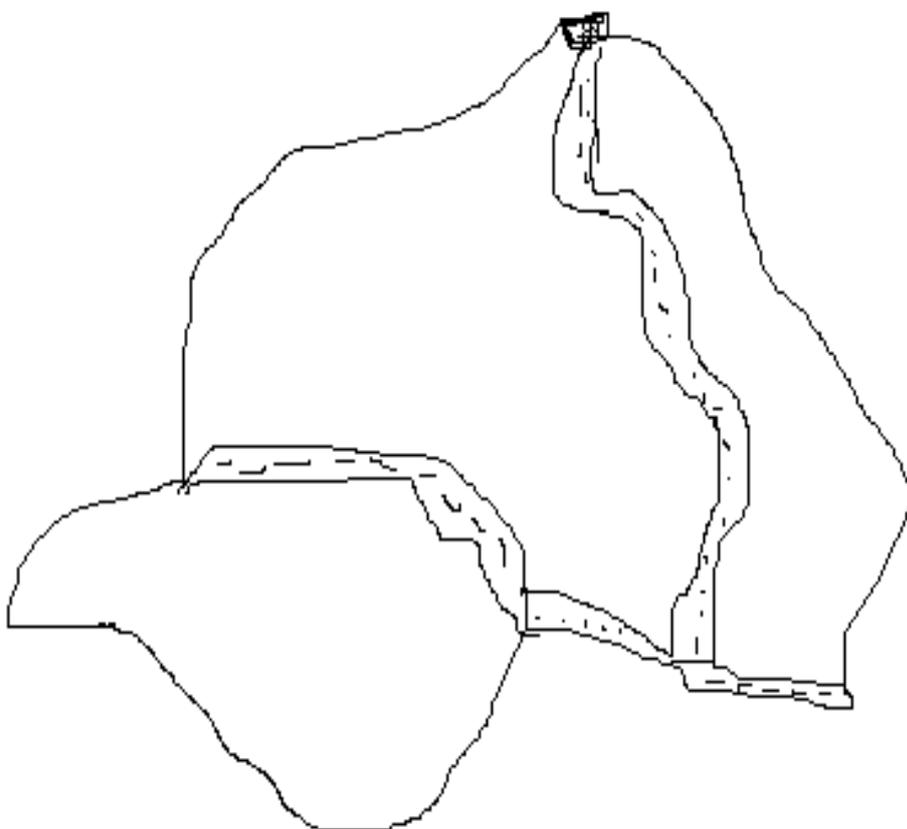
Born in 1809 and assassinated in 1865 (assassination by gunshot) Near Hodgenville, Kentucky.

Abe Lincoln grew up on the American frontier, educated himself by reading borrowed books, and worked as a general store clerk long before he became the 16th president of the United States. His claims to fame are too numerous to list here; he is most often remembered for leading the Union through the Civil War and freeing Confederate slaves with the 1863 Emancipation Proclamation; for delivering the Gettysburg Address, the most famous oration in American history; and for his tragic assassination by John Wiles Booth. Upon Lincoln's death, Andrew Johnson assumed the presidency.



**Work Station 2 Activity: *Interpersonal Center: Design a team cap.*** (Adaptation From Spencer & Kagan: 98 – 10.28).

***Design a team cap.*** 1. Everyone on the team gets one cap. 2. Write your name on the cap. 3. Decide as a team what color that cap is going to be. To make your decision you will use the cooperative strategy *Spend a Buck*: a) Each student has four tokens that represent four quarters. b) Students may spend their quarters on any of the alternatives, but they must spend their quarters on more than one alternative. c) The number of quarters in each alternative will determine the team decision. 4. Add a rubber band and wear it today.



**Spend a Buck – Tokens**







## LESSON NUMBER: 11

➤ **TOPIC OF THE LESSON:**

Learn about Multiple Intelligences. (7)

➤ **CONTEXT:**

“Journal Writing: “All the things that I can do.””(2)





**TOPIC OF THE LESSON:** Learn about Multiple Intelligences (7).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** Journal Writing: “All the things that I can do (2).”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Music.

**LESSON NUMBER:** 11

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be capable of understanding the main characteristics of Artistic/Visual Intelligence and Musical/Rhythmical Intelligence.
- Students will be able to experience feelings of success by reflecting on the times they have felt most confident while completing the Multiple Intelligence activities.
- Students will also be able to enhance their self-competence perception by extending these experiences, and feeling of success, to future related activities where they will use a particular type of intelligence.

**MUSIC**

STATE GOAL 25: Know the language of the arts.

B. Understand the similarities, distinctions and connections in and among the arts.

25. B.2 Understand how elements and principles combine within an art form to express ideas.

**1.2. Language Objectives:**

- Students will be able to express and understand, verbally and in written form, they are capable of successfully completing a variety of activities that involve the use of one of more of the Multiple Intelligences they possess.
- .....

**2. STRATEGIES:** 1. Independent practice. 2. Cooperative strategies: 2.1. Discussion; 2.2. Brainstorming; 2.3. Gallery Tour; 2.4. Team Chants, 2.5. Songs for Two Voices 3. Modelling.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### 3.2. Introductory Set:

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson: 1). What is true or false: a) If you are 'Self-Smart' it means you are good at drawing. (F); b) If you are 'People Smart' it means you are good at getting along with others. (T) c) When you are 'People Smart' you have a lot of friends. (T). d) When you are 'Self-Smart' you can understand the way other people think and behave. (T) 2). Can you explain, in your own words, what is Intrapersonal Intelligence? What about Interpersonal Intelligence? 3) Can you explain, what are some of the benefits of enhancing these two different types of intelligence?

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* "Anagram."

☞ *Cooperative Strategies:* Discussion; Brainstorming

☞ *Description:* Teacher will make it interesting by:

- Presenting students with several letters that they will have to use in order to create different words. Anagram. The procedure will be the same one of previous lessons. This is:
  - 1) Four pairs of students who will be team A, B, C and D.
  - 2) Teacher will tell them they have two minutes to create as many words as they can using the letters that are written on the blackboard.
  - 3) The team that has the most amount of words is the winning team.
  - 4) Students will be rewarded accordingly.
  - 5) When the activity is done students will discuss the reasons for a particular team to be the winning one.

### **3.3. Procedure:**

***A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects her students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude. Teacher will say:***

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about how to become ‘Art Smart’ and ‘Music Smart’.

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to think about one activity you can do in order to become ‘Art Smart’ and ‘Music Smart’.

☞ A.3. Why is this important?

“This will help you to become smarter in many more ways than you actually are.”

☞ A.4. What are the students going to do?

“Now we are going to perform activities that are going to make us stronger in two intelligences. The two work stations for today are going to be:

- ***Activity 1: Visual / Spatial Work Station:*** Draw a character.
- ***Activity 2: Musical / Rhythmic Work Station:*** Write a song. (From Spencer & Kagan: 98 – 8.33).

***B. Teacher will model the activities.***

Teacher will do an example of each work station so students know what the rules that apply in that station are.

***C. Students Practice.***

☞ ***Activity (1): Visual / Spatial Work Station:*** Draw a character.

☞ ***Strategies:*** *Independent Practice, Gallery Tour.*

☞ ***Description:*** See student’s instructions.

☞ ***Activity (2): Musical / Rhythmic Work Station:*** Write a song. (From Spencer & Kagan: 98 – 8.33).).

☞ ***Cooperative Strategies:*** *Team Chants, Songs for Two Voices.*

☞ ***Description:*** See student’s instructions.

- ☞ **Activity (3):** Journal Writing.
- ☞ **Strategies:** Independent practice.
- ☞ **Description:** See student's instructions.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

Review terms using the transparencies from section. A.2.

#### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me something you are good at if you are art / music smart?

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story: Jokes

☞ Game:

*Catch Don't Catch* (circle/active)

This is similar to "flinch". The players should be standing in a circle with their arms crossed. The person in the centre will throw the ball to someone in the circle. They will either say, "Catch" or "Don't Catch". If they say "Catch", the player should not catch the ball and cannot flinch (move their arms). If they say "Don't Catch", the player should catch the ball. If a player does the wrong thing or misses the ball, they are out.

#### ***D. Inform students of topic of next lesson.***

Next writing lesson is going to be about bullying. We will learn about ways to solve a bullying situation.

---

## **4. Assessment:**

### **4.1. Informal:**

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

- 1. Knowledge

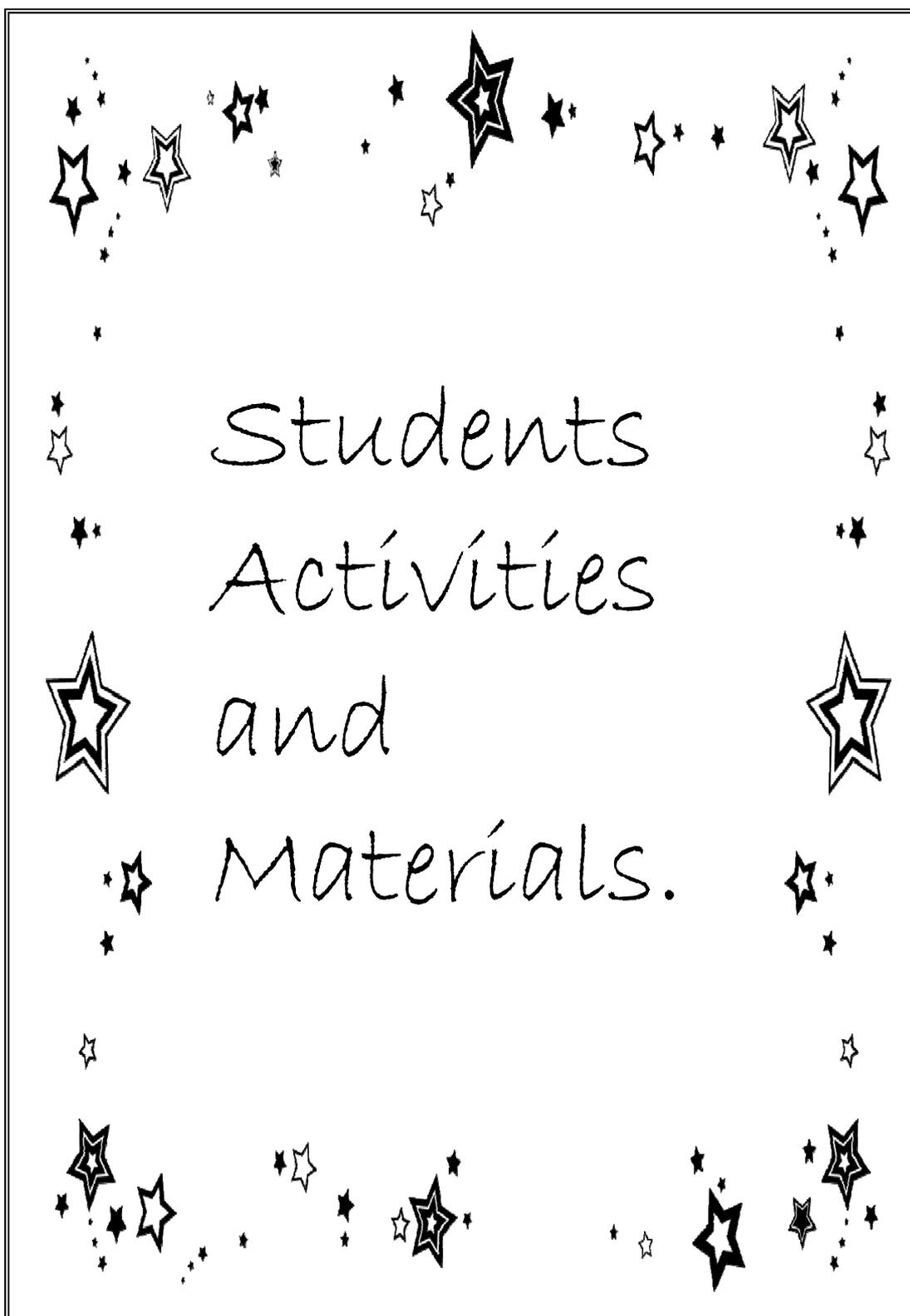
- ✓ 1. What is true or false: a) If you are 'Music Smart' you could be a singer. (T); b) If you are 'Art Smart' you could be a painter. (T); c) If you are 'Music Smart' it means you can understand rhythm. (T); d) If you are 'Art Smart' it means you can be an architect. (T); e) If you are 'Art Smart' it means you are good with words. (F).
- 2. Comprehension
- ✓ 1. Can you explain, in your own words, what is visual/spatial Intelligence? What about Musical/Rhythmic Intelligence?
  - ✓ 2. Can you explain, what are some of the benefits of enhancing these two different types of intelligence?
- 3. Application
- ✓ 1. Could you think about some experiences of your own where you could be using these two types of intelligence?
  - ✓ 2. Would these two intelligences be useful in any situation? Why?
- 4. Analysis
- ✓ 1. What are some of the problems that you find out in the application of these two types of intelligences?
- 5. Synthesis
- ✓ 1. Could you create a chart with the main characteristic that would describe a 'Music Smart person. Ex. Daddy Yankee / Art Smart person. Ex. Picasso.?
- 6. Evaluation
- ✓ 1. Have you ever considered having one of following jobs in the future: (Music Smart): 1. Composer, 2. Conductor, 3. Dancer, 4. Disc Jockey, 5. Instrumentalist, 6. Instrument Maker, 7. Music Critic, 8. Music Teacher, 9. Musician, 10. Music Instructor, 11. Piano Tuner, 12. Producer, 13. Singer, 14. Song writer, 15. Sound Engineer, 16. Sound Mixer, etc. (Art Smart): 1. Art Director; 2. Art Teacher; 3. Artist; 4. Architect; 5. Cartographer; 6. Cartoonist; 7. Curator; 8. Decorator; 9. Driver; 10. Engineer; 11. Fashion Designer; 12. Florist; 13. Graphic Designer; 14. Illustrator; 15. Navigator; 16. Painter; 17. Pilot; 18. Photographer; 19. Printer; 20. Sculptor; 21. Topologist, etc.?
  - ✓ 2. How effective do you think you could be in any of those jobs?

- ✓ 3. Do you believe these two types of intelligences are as important as the mathematical, linguistic, bodily kinaesthetic or naturalistic intelligence? Why?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

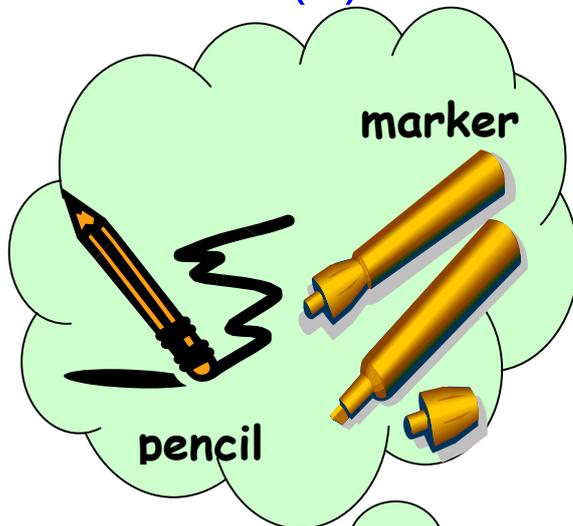
4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



## VISUAL/ SPATIAL INTELLIGENCE.

### Art Smart (1)



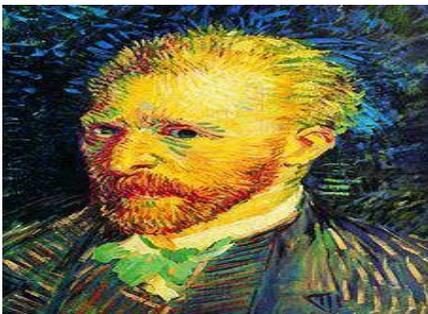
An art-smart person is someone who likes to:

- 1) Design;
- 2) Draw;
- 3) Build;
- 4) Create;
- 5) Daydream;
- 6) Look at pictures, etc.

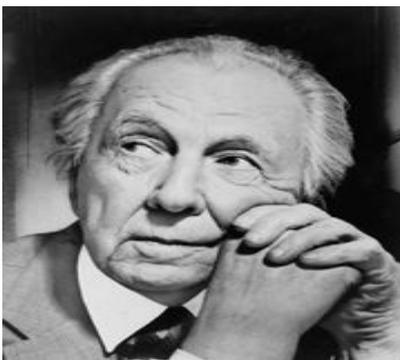


## VISUAL / SPATIAL INTELLIGENCE – ART SMART PEOPLE (2)

WORKS AT: 1. Art Director; 2. Art Teacher; 3. Artist; 4. Architect; 5. Cartographer; 6. Cartoonist; 7. Curator; 8. Decorator; 9. Driver; 10. Engineer; 11. Fashion Designer; 12. Florist; 13. Graphic Designer; 14. Illustrator; 15. Navigator; 16. Painter; 17. Pilot; 18. Photographer; 19. Printer; 20. Sculptor; 21. Topologist, etc.



**Vincent Van Gogh. Painter.**(1853-1890).Born in Holland. One of his famous paintings is Starry Night. He was classified as a Post-Impressionist. His paintings and drawings include some of the world's best known, most popular and most expensive pieces. His popularity is widely due to the connotation of the lone, tortured, mad, bohemian artist—indeed, Vincent had several relationships, but did not marry and had no children. He did not sell a painting for the time he was alive.



**Frank Lloyd Wright. Architect.**(1867-1959). Born in USA. One of the houses that he built in Oak Park. **Master of the Organic Architecture**, was one of the most prominent and influential architects of the first half of the 20th century. He not only developed a series of highly individual styles over his extraordinarily long architectural career (spanning the years 1887-1959), he influenced the whole course of American architecture and building. To this day he remains probably America's most famous architect.

## MUSICAL / RHYTHMIC INTELLIGENCE. MUSIC SMART (2)

A music smart person is someone who likes to:

1) sing; 2) hum; 3) play an instrument; 4) listen to music, etc.

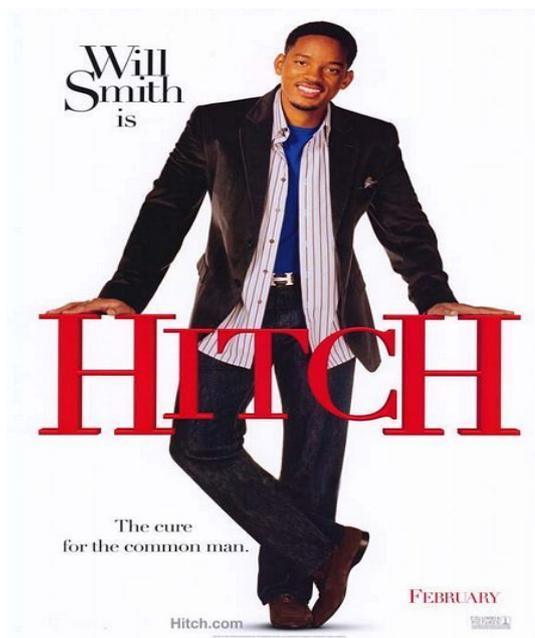


## MUSICAL / RYTHMIC INTELLIGENCE – MUSIC SMART PEOPLE

WORKS AT: 1. Composer, 2. Conductor, 3. Dancer, 4. Disc Jockey, 5. Instrumentalist, 6. Instrument Maker, 7. Music Critic, 8. Music Teacher, 9. Musician, 10. Music Instructor, 11. Piano Tuner, 12. Producer, 13. Singer, 14. Song writer, 15. Sound Engineer, 16. Sound Mixer, etc.

### Jennifer Lopez

Born on July 24, 1970 in the Bronx, New York. Her parents came to New York from Ponce, Puerto Rico. Jennifer began singing and dancing lessons from the age of 5. She is a fashion designer, a model, a singer and actress. She became the biggest multi-media star in the world, and showed no sign of stopping.

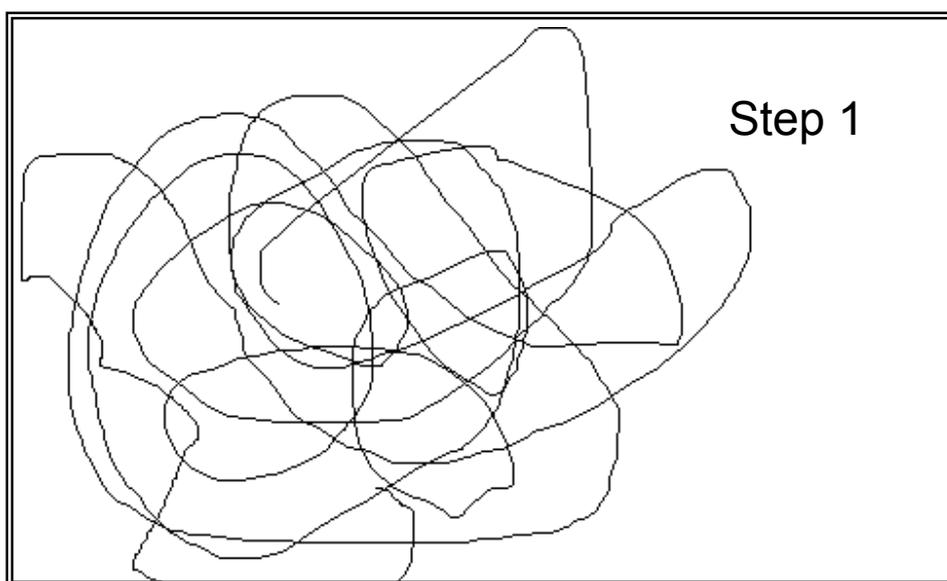


### Will Smith

Born September 25, 1968, in Philadelphia, Pennsylvania. American actor and rapper. In 1990 the NBC television network signed him up and built a sitcom, *The Fresh Prince of Bel-Air*, around him. Smith began a successful movie career near the show's end with *Bad Boys* (1995). After *Fresh Prince* came to an end in 1996, Smith began a successful solo career in music and starred in several movies, including *Men in Black*, *Hitch* etc.

**Work Station 1. Activity: *Visual / Spatial Center*: Draw a character.**

**Draw a character.** 1. Use a piece of white paper and a pencil. 2. Draw circular lines without looking at the paper. 3. When finished try to find a face hidden under the lines. 4. Mark all the lines that will form the face. 5. Color it (if you want). 6. Give your character a name and share it with your friends using the cooperative strategy *Gallery Tour*: 1) Students' products are displayed (often at their desks). 2) Students as individuals, pairs, or teams tour the room to view and/or discuss the products, in no specified order and with no limit on how much or little time is spent viewing each product. 3) A gallery tour might be followed by an opportunity for students as individuals or teams to write affirmative letters to those who created the projects.







# Anagrams

**An anagram is a rearrangement of the letters of one word or phrase to form another word or phrase.**

Often anagrams are highly amusing and give deep insights into the text being anagrammed!

A very simple example of an anagram is rearranging the letters of "Evil" to get "Vile". More advanced examples include rearranging "Clint Eastwood" as "Old West action" and "The best things in life are free" as "Nail-biting refreshes the feet"!! (It is free after all!) (Thank you Donald L. Holmes for this last one.) Thousands more anagrams are in [the anagram archive](#).

The one golden rule of anagramming is that the use of letters must be perfect. After that, almost anything goes!

This site, [www.anagramgenius.com](http://www.anagramgenius.com), is devoted to the art of creating fantastic anagrams! It is the largest and best website on the internet relating to this subject with more than 1.2 million registered users!

## Special Kinds of Anagrams

One word anagrams (where a single word is anagrammed into another single word) are sometimes referred to by wordplay specialists as *transpositions*. For example, "orchestra" is a transposition of "carthorse".

Some anagrams are created by perfectly reversing the order of the letters.

Examples include "Naomi" -> "I moan.", "Evian" -> "Naive" etc. There is no completely established word for this type of anagram but [the author](#) of this site is trying to establish the term *anadrome* for these. The word is completely sound in terms of its derivation (from the ancient Greek "ana" meaning "back" and "dromos" meaning "running") and was used by Douglas St. Paul Barnard in his 1963 book "Anatomy of the Crossword".

There are even anagrams which don't involve any rearranging of the sequence of letters at all: merely the insertion or deletion of spaces. Some great examples include "Psychotherapist" -> "Psycho, the rapist" and "The IRS" -> "Theirs!". These have been referred to as *redividers* though the term can cause confusion as the word "redivider" is itself a palindrome.

Many books on wordplay also include the term *antigram*. This is an anagram where the meaning of the anagram is considered opposite in some way to the subject. A classic example is "funeral" -> "Real fun!".

**Other anagram-related words and parts-of-speech.**

The verb for making anagrams is also *anagram* (which is both transitive and intransitive). e.g. "I spent my evening anagramming.", "I anagrammed 'Virginia Bottomley' into 'I'm an evil tory bigot'", "The art of anagramming", "I love to anagram the names of my friends."

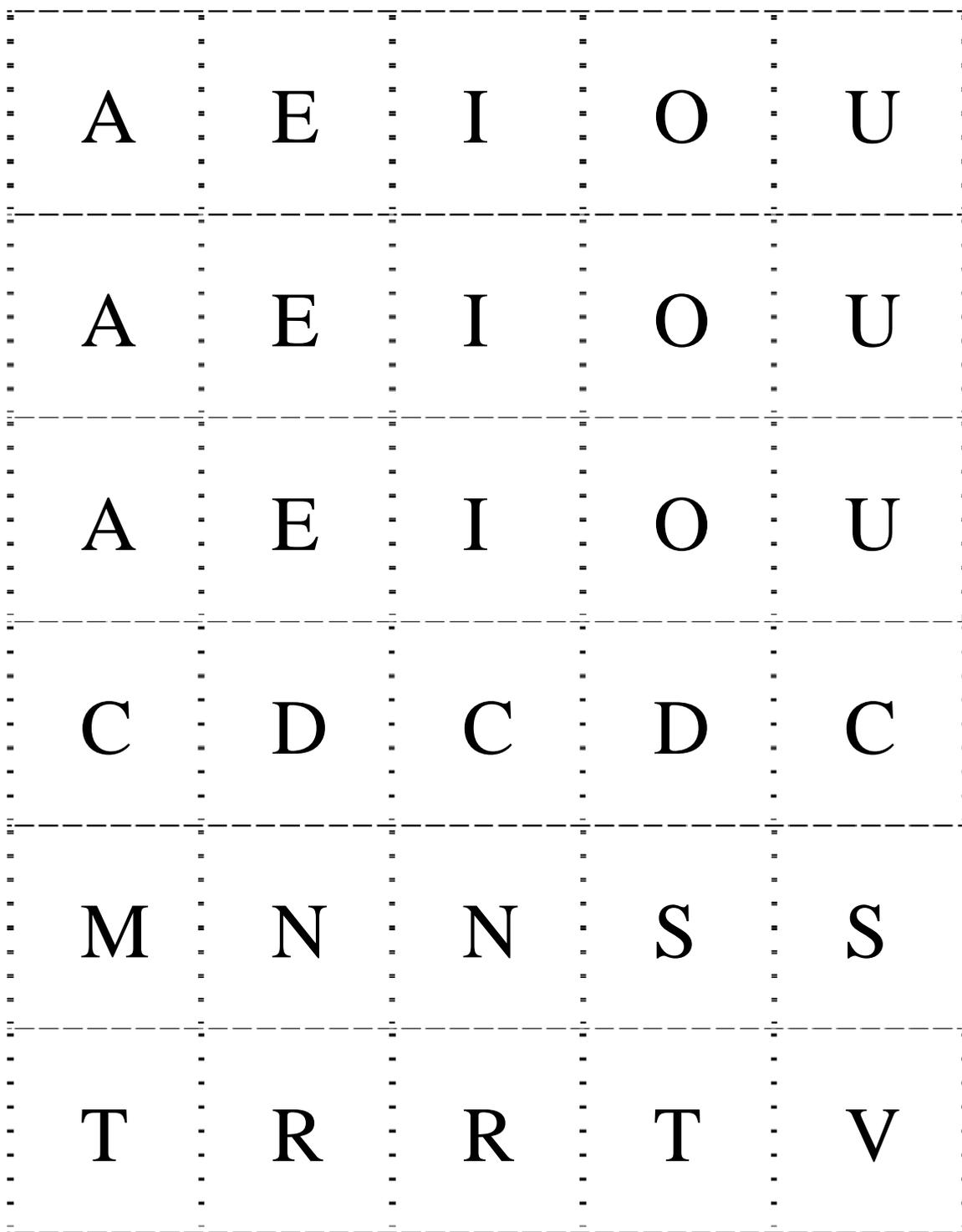
For some reason almost all dictionaries say that the verb is *anagrammatize* and most say that anagram isn't even available as an alternative. However, they are wrong (or out of date) as a simple search on [Google](#) for the relative frequencies of "anagramming" and "anagrammatizing" will show. One word that is in some dictionaries and is useful is *anagrammatist* - an exponent of the art of anagramming.

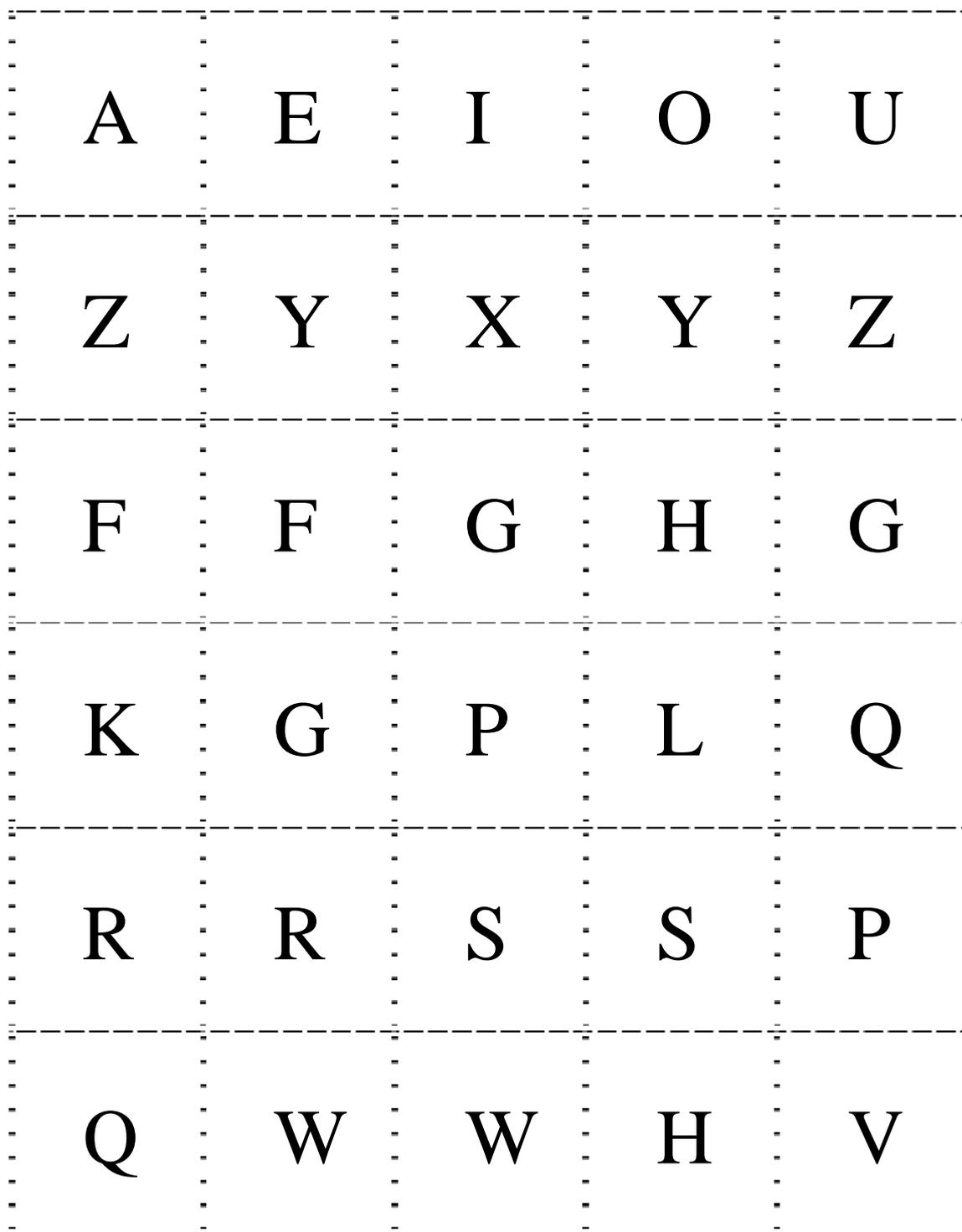
The information that appears above has been taken, verbatim, from the below website.

[www.anagramgenius.com](http://www.anagramgenius.com) home page

*Anagram Game.* Pick any 4 letters and try to form as many words as you can.

A	E	I	O	U
B	C	R	T	V
A	E	I	O	U
M	N	J	L	S
A	E	I	O	U
B	C	R	T	V





**Closing Story.**  
**Joke**



**Sam:** "Would you punish me for some thing I didn't do?"

**Teacher:** "No, of course not."

**Sam:** "Good, because I didn't do my homework."



.....  
"May I speak to your parents?"

..... "They're busy."

..... "Oh. Is anybody else there?"

..... "The police."

..... "Can I speak to them?"

..... "They're busy."

..... "Oh. Is anybody else there?"

..... "The firemen."

..... "Can I speak to them?"

..... "They're busy."

..... "So let me get this straight -- your parents, the police, and

..... the firemen are there, but they're all busy? What are they doing?"

..... "Looking for me."



## LESSON NUMBER:12

➤ **TOPIC OF THE LESSON:**

Learn about bullying. (1)

➤ **CONTEXT:**

“Fill out a favorite character table.”





**TOPIC OF THE LESSON:** Learn about Bullying (1).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Fill out a favorite character table.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 12

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

ART

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

26. B.2b.Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

SOCIO EMOTIONAL DEVELOPMENT

STATE GOAL 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b. Describe the expressed feelings and perspectives of others.

C: Use communication and social skills to interact effectively with others.

2C.2a. Describe approaches for making and keeping friends.

D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.2a. Describe causes and consequences of conflicts.

2D.2b. Apply constructive approaches in resolving conflicts.

- Students will be able to understand the concept of bullying.
- Students will be able to identify appropriate and inappropriate

### **1.2. Language Objectives:**

- Students will be able to express, verbally and in written form, their personal judgment about different characters. They will be able to use at least three reasons to justify their personal point of view.
- .....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Spend a buck; 1.2. Talking Chips; 1.3. Rotating Recorder; 1.4. Numbered Heads Together; 1.5. Role Play. 2. Modelling.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, Bullying Cards, Role play: The homework challenge. By Maria Isabel Garcia Garrido.

#### 3.2. Introductory Set:

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ **Review Questions:** What did we learn during the previous lesson: 1. What is true or false: a) If you are 'Music Smart' you could be a singer. (T); b) If you are 'Art Smart' you could be a painter. (T); c) If you are 'Music Smart' it means you can understand rhythm. (T); d) If you are 'Art Smart' it means you can be an architect. (T); e) If you are 'Art Smart' it means you are good with words. (F).

- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** "Role Play."

☞ **Cooperative Strategies:** Role Play ; Rotating Recorder

☞ **Description:** Teacher will make it interesting by:

- Presenting students with different words. They will have to act out those words and the rest of the class will have to figure them out. The procedure will be:
  - 1) Six volunteers will come to the front of the class.
  - 2) They will get one word from the plastic bag; read the word to themselves and will act that word out.
  - 3) Each participant will have a minute to role play their word.
  - 4) The rest of the class, as a team – using the cooperative strategy Rotating Recorder –, will write down the answer to each one of these words.

- 5) The team that has the most right answers is the winning team; students will be rewarded accordingly.
- 6) When the activity is done students will discuss the reasons for a particular team to be the winning one along with the ways we can be most efficient when working with partners.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn about bullying. (Teacher will use a transparency to explain this to students. See “Bullying” transparencies).

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about one thing you can do if you are in a situation where there is a bully.”

☞ A.3. Why is this important?

“This will help you to be prepared in case you meet a bully.”

☞ A.4. What are the students going to do?

“Today, we are going to read a story about a bully and role play it later. We will use this story to think about the choices we may have when we, or a friend, are being harassed by a bully”.

### ***B. Teacher will model the activities.***

Teacher will give students some time to read the story silently. Next, teacher will read it out loud and will use different voices, intonation, etc. Teacher will use the overhead projector to fill out the table where she will judge each character.

<b>NAME</b>	<b>No.</b>	<b>REASONS</b>
Sam	1	1. He was very empathic (he was able to understand the way Mike was feeling). 2. He offered his help even without asking for it.
Mike	2	1. He was a hard worker.

		2. He was brave and he chose to try to solve things without using physical strength.
John	3	1. He was able to see that Mike's behavior was the most intelligent one. 2. He accepted Mike's help.
Samantha	4	1. She offered her help. 2. She presented options for solving a problem.

### C. Students Practice.

☞ **Activity:** "Who was your favorite character?"

☞ **Cooperative Strategies:** Role Play; Spend a buck, Talking Chips, Rotating Recorder, Numbered Heads Together.

☞ **Description:**

- Teacher will give students a short story about a bully. The story is titled "The homework challenge".

- 1) Before: Before reading the story, teacher will activate prior knowledge by asking students several questions such as:

- a) Can you tell me what a bully is?
- b) Can you tell me the meaning of harassment?
- c) Do you know anybody who has ever been harassed by a bully? How did that person solve the problem? What happened to the bully?

- 2) During: Performing the role play. Once everybody has read the story, teacher will invite students to role play the story with their partners, in their groups. Next, teacher will invite some volunteers to come to the front of the classroom and role play the story for the whole class. During the performance, that is taking place in front of everybody, teacher will ask several questions to enhance understanding: (teacher will stop during the performance and will ask):

- a) How do you think the student who is being harassed is feeling?
- b) Do you think the bully is a happy person? Yes, no, why? ;
- c) What differences exist between the bully and the guy who is being harassed? ;
- d) What characteristics would you change about the bully?
- e) If you were in front of the bully, what questions would you ask him?

3) End: At the end of the play: Teacher will ask some more questions like:

a) Which events could have happened if the harassed boy would have done what the bully wanted him to do without offering any kind of resistance?

b) Are there any similarities now between the bully and the harassed student?

c) What were the motives for the bully to act the way he was doing?

d) We have seen that there has been a change in the personality of the bully, but are there any other changes that you would be recommending to the bully?

e) Do you think it is a good or a bad thing to be a bully?

f) Do you think it is a good or a bad thing to ask for help when you are being harassed?

- Once the role play is over, the teacher will ask students to identify who was their favorite character. They will make their decision and communicate it to the rest of the class using the cooperative strategies Spend a buck, Talking Chips, Rotating Recorder, Numbered Heads Together. They will have to give three reasons.

### **3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what bullying is: Bullying is when someone keeps doing or saying things to have power over another person.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way you could help somebody who is being harassed? Would this information that you have learned today be useful if you were again in a situation similar to the ones presented by the teacher?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Inspirational quotes: (See Visual)

☞ Game:

*Circle Run* (circle/active)

The players should start sitting in a circle numbered 1-4 (this can be adjusted depending upon the size of the group). The game leader will call out a number and all players with that number will stand up and run clockwise around the circle. After one warm-up lap, the race begins. A runner is out if another runner passes them on the outside. The run continues until one person is left. The leader then continues to call numbers. A winners round might be a good way to end the game.

***D. Inform students of topic of next lesson.***

In the next writing lesson we are going to review the concepts of bullying and harassment. We will write a letter to a bully where you will have to convince that person to stop his/her bad behaviour towards others.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. What is true or false: a) A bully is someone who has anger management issues. (T). b) There is no real reason for anybody to be bullied; it can happen to any one of us. You can be bullied because you may have different color hair / skin, country of origin, etc. (T) c) If somebody is bullying you the best thing to do is to stay quiet and not tell anybody. (F). d) If you know of somebody who is being bullied and he/she is scared to talk to an adult you should go ahead and inform some adult about what is happening. (T)

➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by "bullying"?
- ✓ 2. Can you tell what are going to be the benefits of helping somebody who is being bullied?

➤ 3. Application

- ✓ 1. What would you tell a bully if you would like him/her to stop that behaviour?

➤ 4. Analysis

- ✓ 1. What are the similarities and differences between somebody who is being bullied and a bully?

➤ 5. Synthesis

- ✓ 1. What is the most important thing you should do if you, or someone that you know, is being bullied?

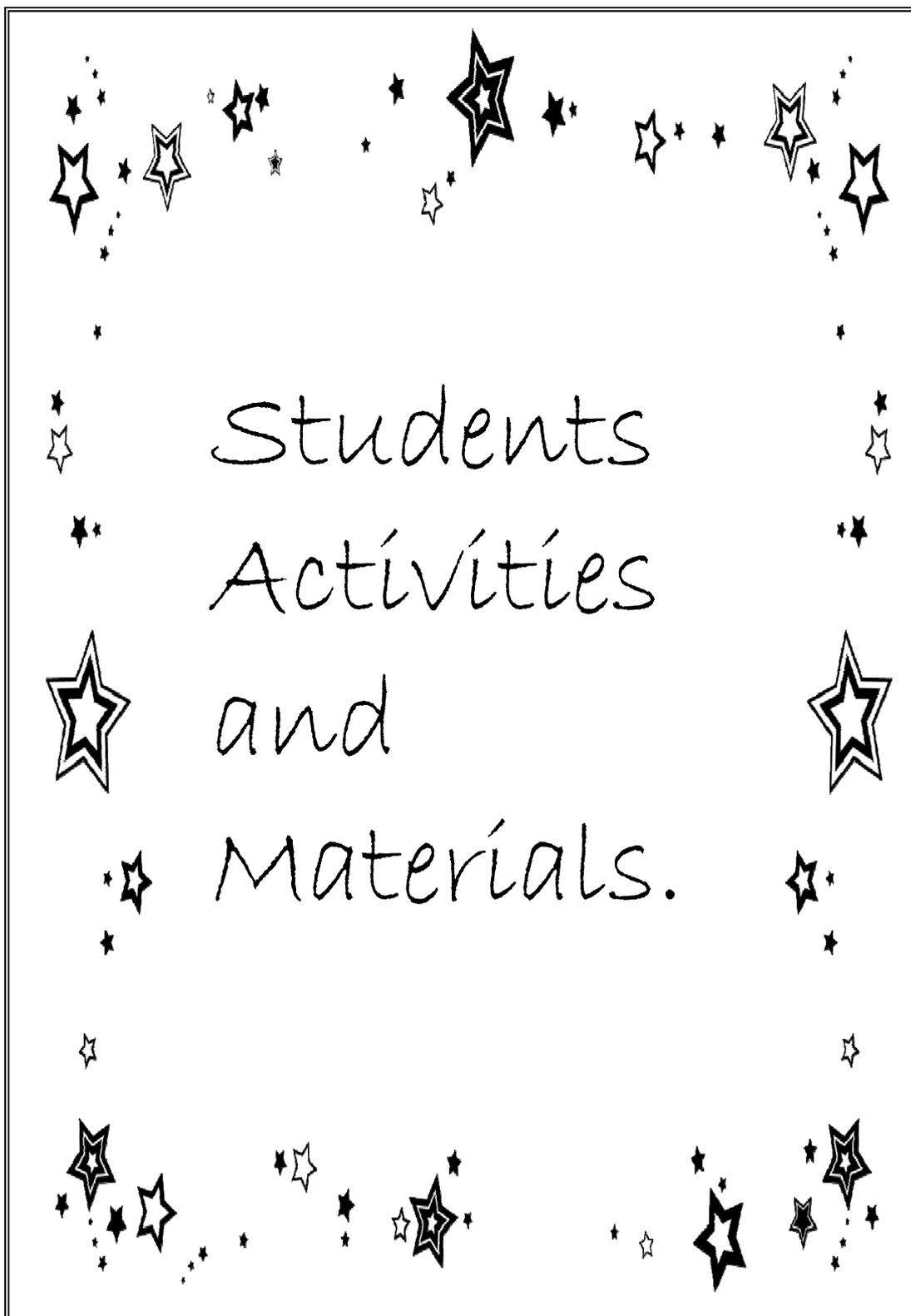
➤ 6. Evaluation

- ✓ 1. How would you handle a situation where you were bullied?
- ✓ 2. Justify why we should never be a bully.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

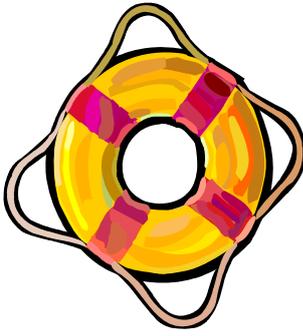
4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

### Introductory Activity. Bullying Cards.

<p><b>BULLY:</b> A person who is habitually cruel or overbearing, especially to smaller or weaker people.</p> 	<p><b>CYBER-BULLYING:</b> which describes forms of bullying using electronic devices such as mobile phones and computers, is becoming more common with the increasing use of modern technology.</p> 	<p><b>ANGRY:</b> having a strong feeling against someone who has behaved badly, making you want to shout at them or hurt them.</p> 
<p><b>VENGEFUL:</b> expressing a strong desire to punish someone who has harmed you or your family or friends.</p> 	<p><b>CONFIDENCE:</b> the quality of being certain of your abilities or of having trust in people, plans, or the future.</p> 	<p><b>THREAT:</b> a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed.</p> 
<p><b>LONER:</b> a person who likes to do things on their own without other people.</p> 	<p><b>FRIEND:</b> a person whom you know well and whom you like a lot, but who is usually not a member of your family</p> 	<p><b>SAFE:</b> not in danger or likely to be harmed.</p> 

## BULLYING

### 1. What is bullying and harassment?

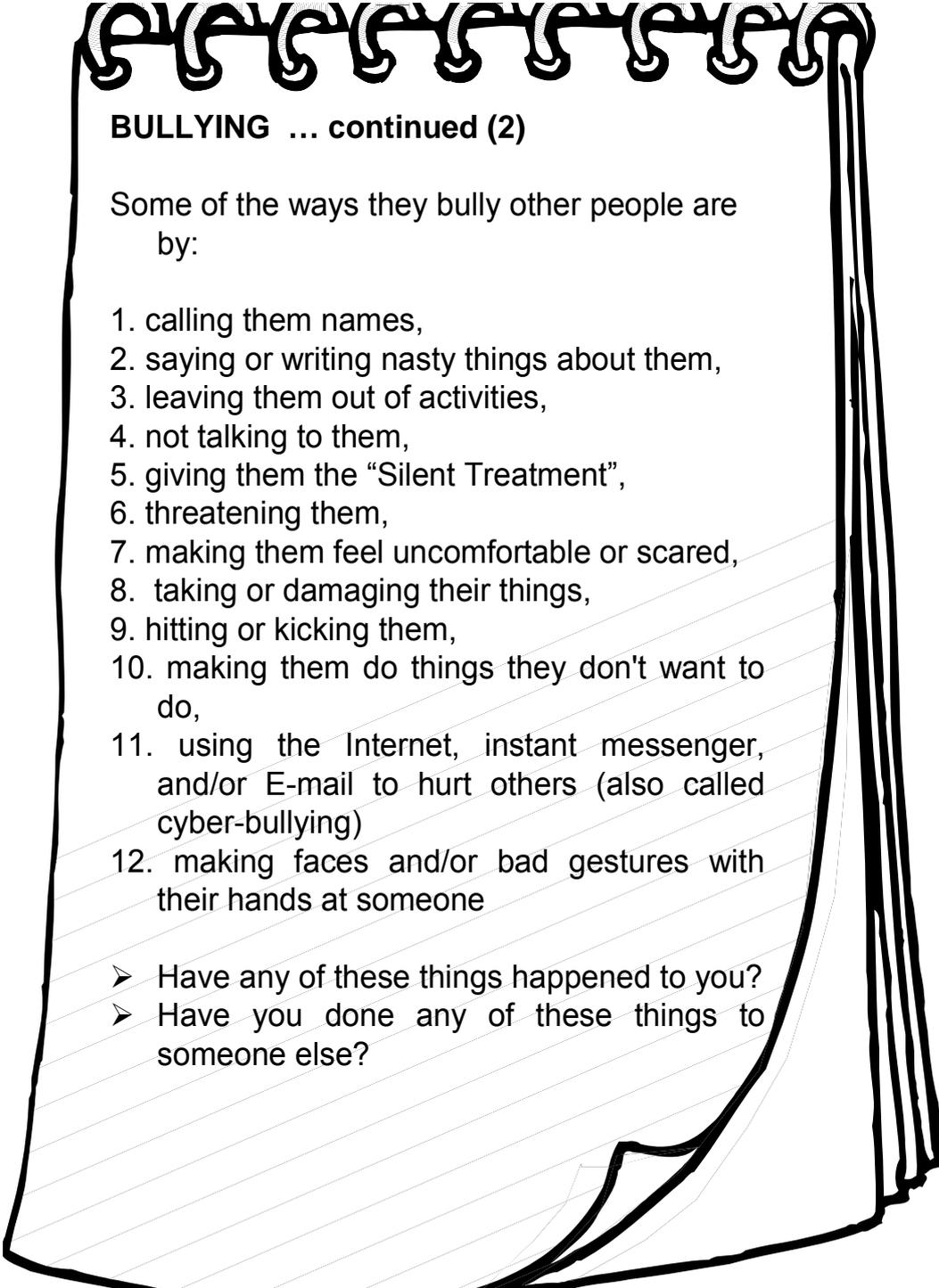
**Harassment** is any form of unwanted and unwelcome behaviour which may range from mildly unpleasant remarks to physical violence.

**Bullying** is the common denominator of harassment, discrimination, abuse, violence etc.

The differences between harassment and bullying are:

**Harassment** tends to have a strong physical component and is usually linked to gender, race, disability or physical violence;

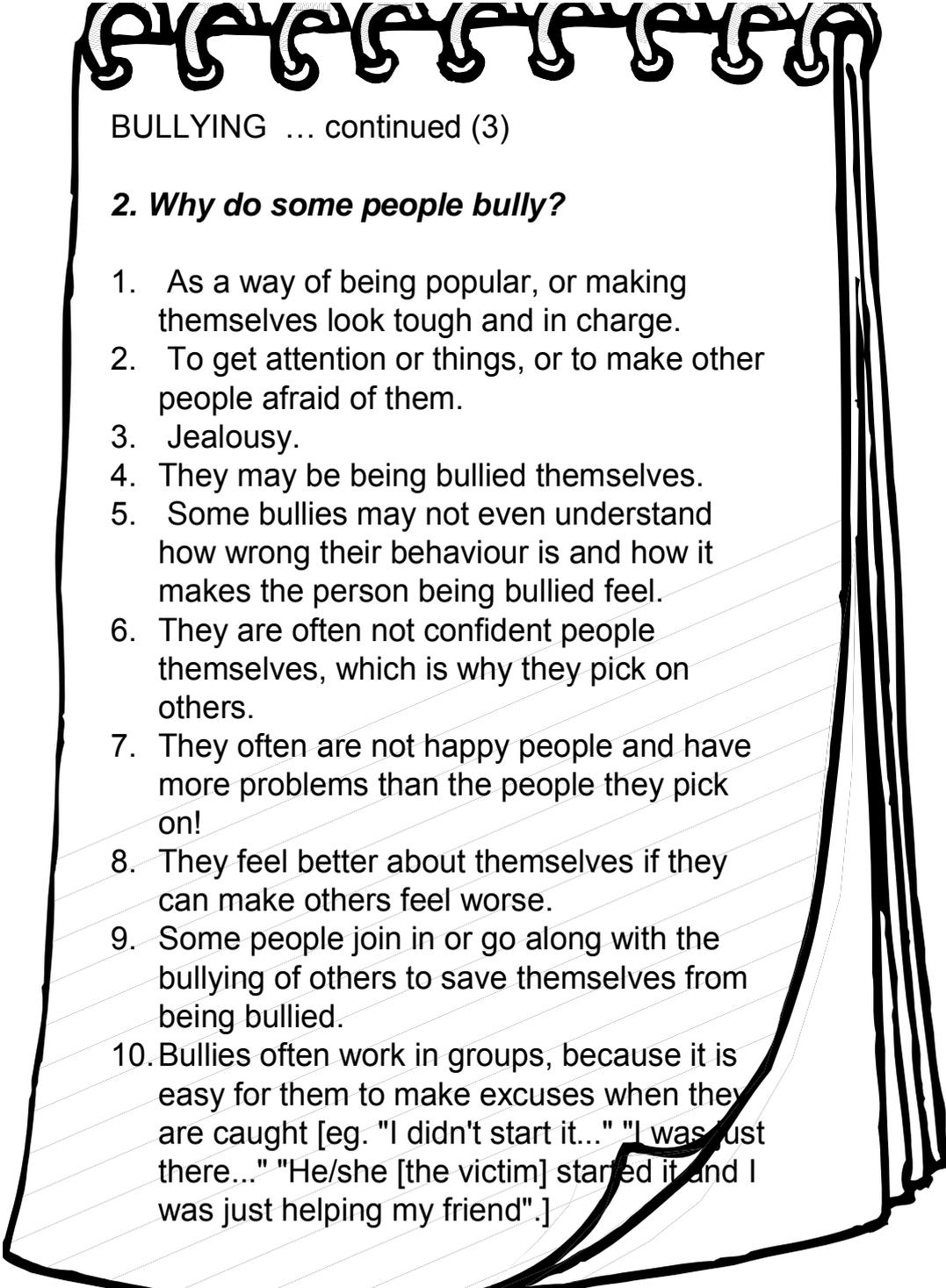
**Bullying** tends to be a large number of incidents (individually trivial) over a long period comprising constant unjustified and unsubstantiated criticism.



## **BULLYING ... continued (2)**

Some of the ways they bully other people are by:

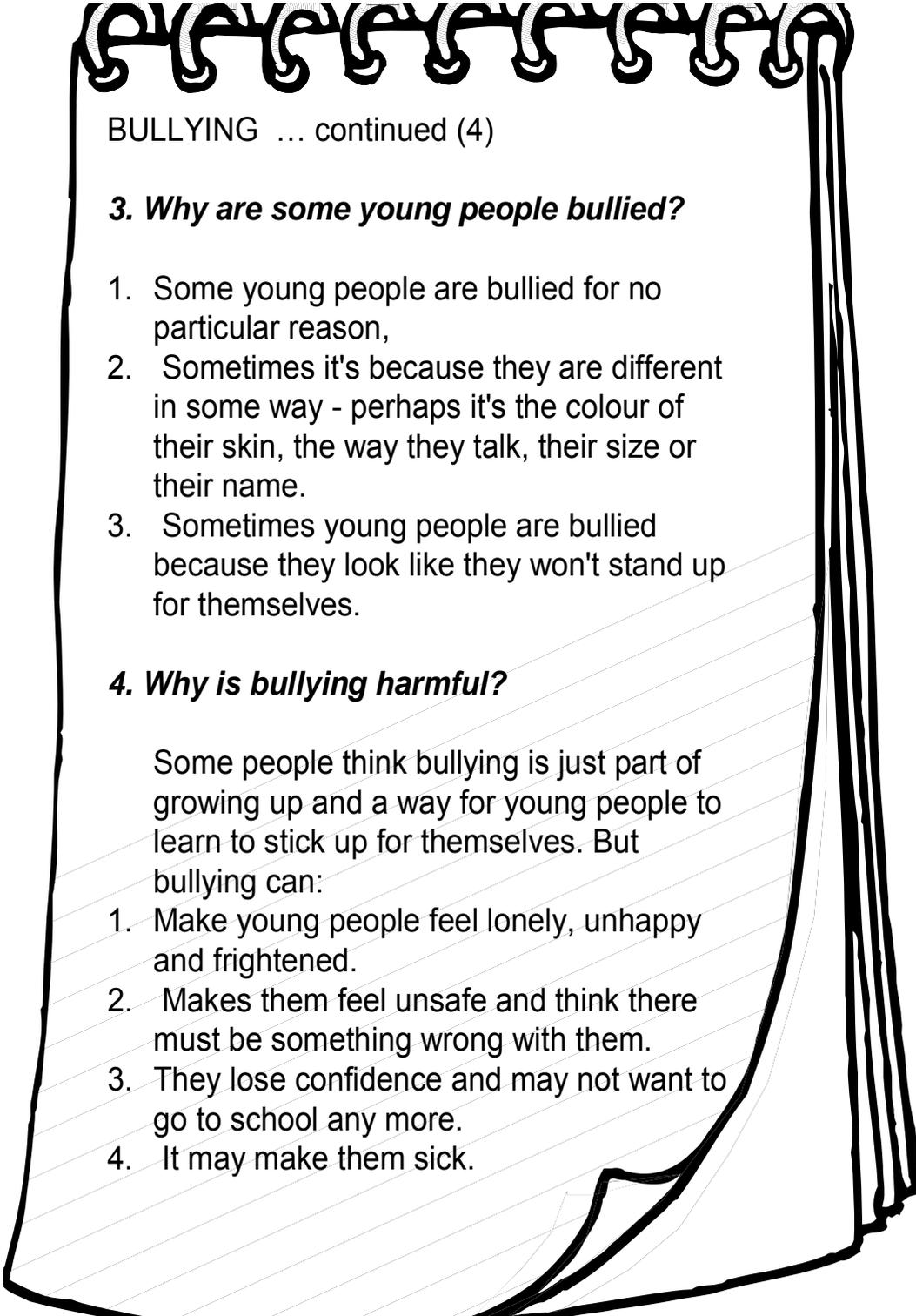
1. calling them names,
  2. saying or writing nasty things about them,
  3. leaving them out of activities,
  4. not talking to them,
  5. giving them the "Silent Treatment",
  6. threatening them,
  7. making them feel uncomfortable or scared,
  8. taking or damaging their things,
  9. hitting or kicking them,
  10. making them do things they don't want to do,
  11. using the Internet, instant messenger, and/or E-mail to hurt others (also called cyber-bullying)
  12. making faces and/or bad gestures with their hands at someone
- Have any of these things happened to you?
  - Have you done any of these things to someone else?



BULLYING ... continued (3)

**2. Why do some people bully?**

1. As a way of being popular, or making themselves look tough and in charge.
2. To get attention or things, or to make other people afraid of them.
3. Jealousy.
4. They may be being bullied themselves.
5. Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel.
6. They are often not confident people themselves, which is why they pick on others.
7. They often are not happy people and have more problems than the people they pick on!
8. They feel better about themselves if they can make others feel worse.
9. Some people join in or go along with the bullying of others to save themselves from being bullied.
10. Bullies often work in groups, because it is easy for them to make excuses when they are caught [eg. "I didn't start it..." "I was just there..." "He/she [the victim] started it and I was just helping my friend".]



BULLYING ... continued (4)

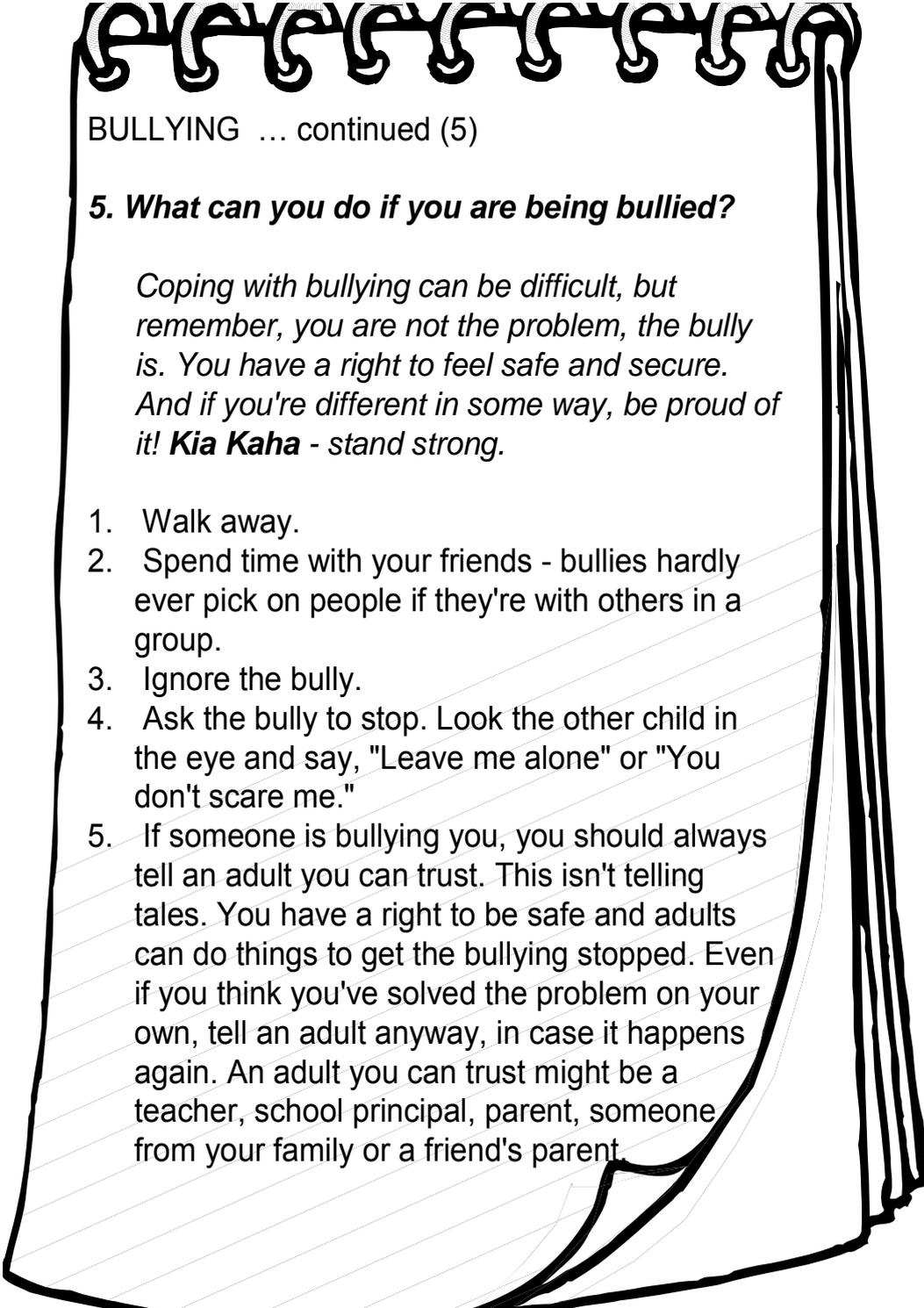
**3. Why are some young people bullied?**

1. Some young people are bullied for no particular reason,
2. Sometimes it's because they are different in some way - perhaps it's the colour of their skin, the way they talk, their size or their name.
3. Sometimes young people are bullied because they look like they won't stand up for themselves.

**4. Why is bullying harmful?**

Some people think bullying is just part of growing up and a way for young people to learn to stick up for themselves. But bullying can:

1. Make young people feel lonely, unhappy and frightened.
2. Makes them feel unsafe and think there must be something wrong with them.
3. They lose confidence and may not want to go to school any more.
4. It may make them sick.

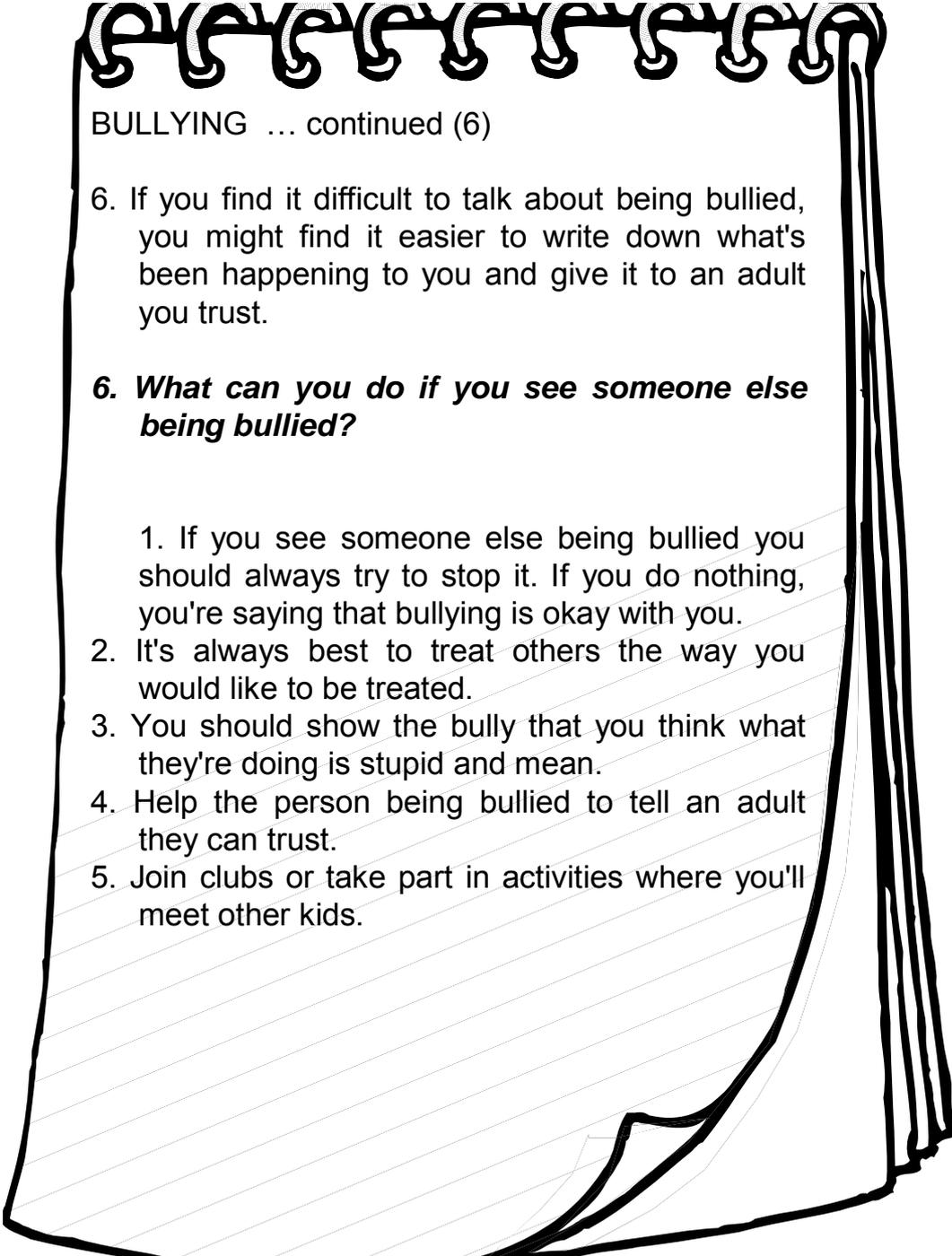


BULLYING ... continued (5)

**5. What can you do if you are being bullied?**

*Coping with bullying can be difficult, but remember, you are not the problem, the bully is. You have a right to feel safe and secure. And if you're different in some way, be proud of it! **Kia Kaha** - stand strong.*

1. Walk away.
2. Spend time with your friends - bullies hardly ever pick on people if they're with others in a group.
3. Ignore the bully.
4. Ask the bully to stop. Look the other child in the eye and say, "Leave me alone" or "You don't scare me."
5. If someone is bullying you, you should always tell an adult you can trust. This isn't telling tales. You have a right to be safe and adults can do things to get the bullying stopped. Even if you think you've solved the problem on your own, tell an adult anyway, in case it happens again. An adult you can trust might be a teacher, school principal, parent, someone from your family or a friend's parent.

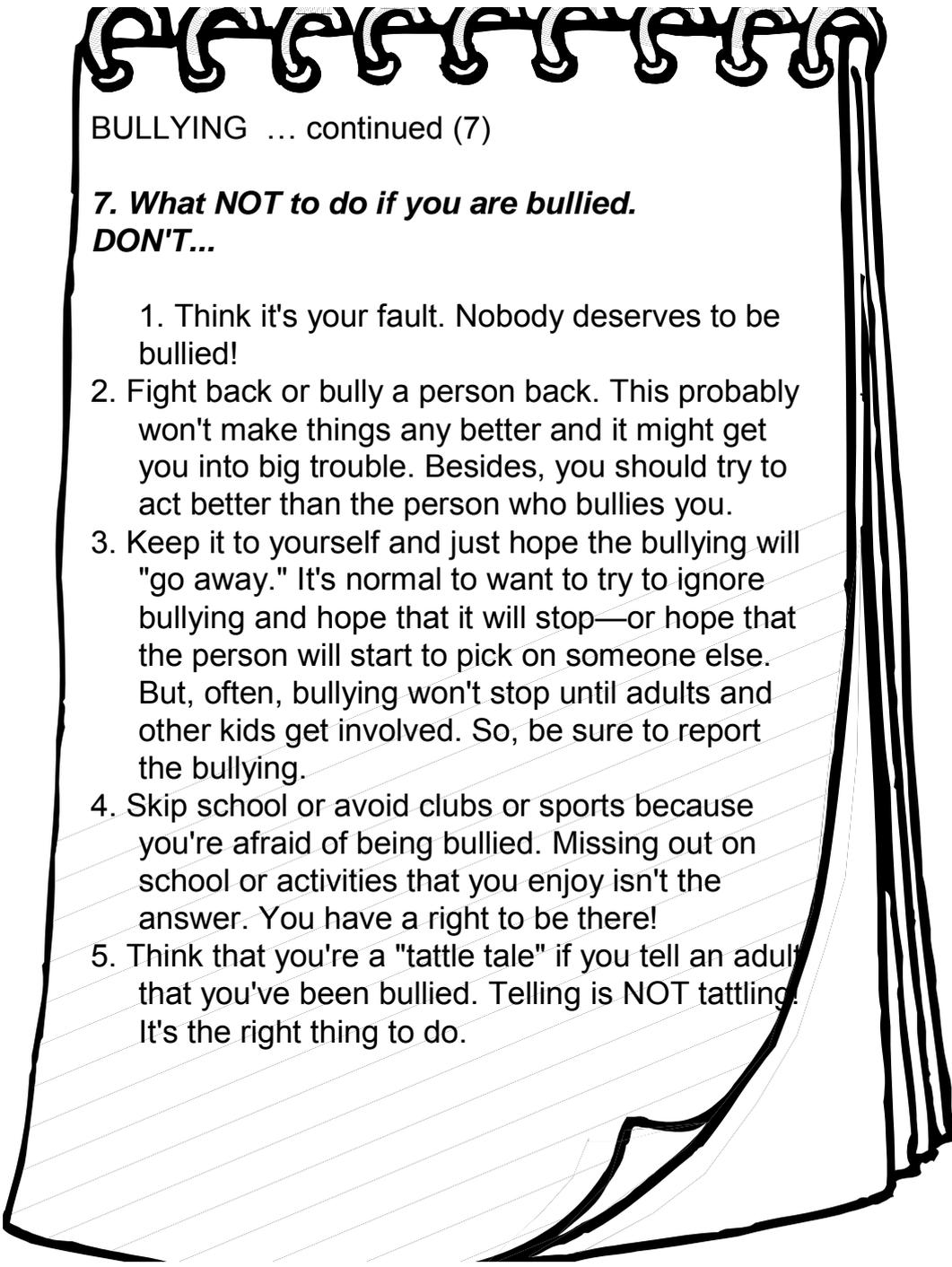


BULLYING ... continued (6)

6. If you find it difficult to talk about being bullied, you might find it easier to write down what's been happening to you and give it to an adult you trust.

**6. *What can you do if you see someone else being bullied?***

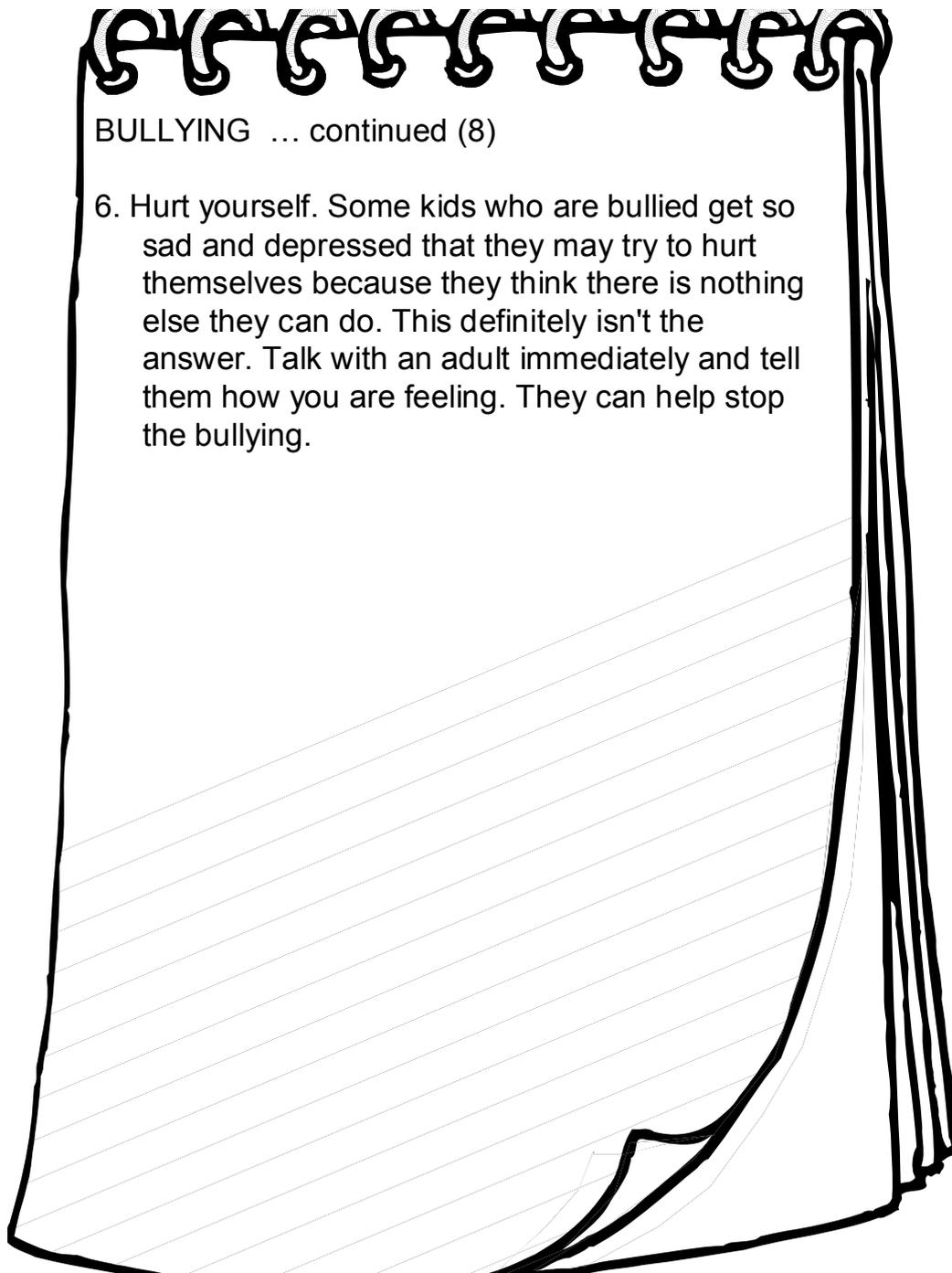
1. If you see someone else being bullied you should always try to stop it. If you do nothing, you're saying that bullying is okay with you.
2. It's always best to treat others the way you would like to be treated.
3. You should show the bully that you think what they're doing is stupid and mean.
4. Help the person being bullied to tell an adult they can trust.
5. Join clubs or take part in activities where you'll meet other kids.



BULLYING ... continued (7)

**7. What NOT to do if you are bullied.**  
**DON'T...**

1. Think it's your fault. Nobody deserves to be bullied!
2. Fight back or bully a person back. This probably won't make things any better and it might get you into big trouble. Besides, you should try to act better than the person who bullies you.
3. Keep it to yourself and just hope the bullying will "go away." It's normal to want to try to ignore bullying and hope that it will stop—or hope that the person will start to pick on someone else. But, often, bullying won't stop until adults and other kids get involved. So, be sure to report the bullying.
4. Skip school or avoid clubs or sports because you're afraid of being bullied. Missing out on school or activities that you enjoy isn't the answer. You have a right to be there!
5. Think that you're a "tattle tale" if you tell an adult that you've been bullied. Telling is NOT tattling. It's the right thing to do.



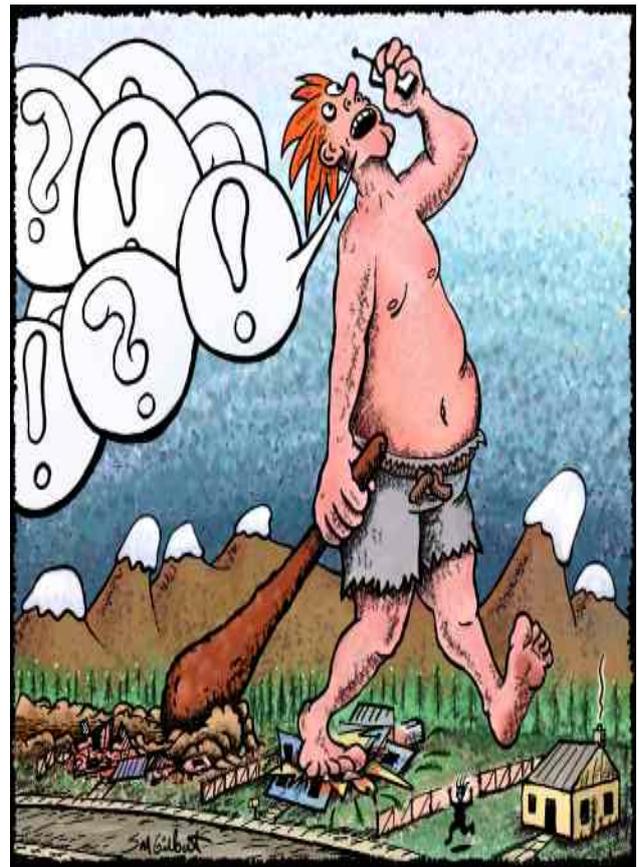
BULLYING ... continued (8)

6. Hurt yourself. Some kids who are bullied get so sad and depressed that they may try to hurt themselves because they think there is nothing else they can do. This definitely isn't the answer. Talk with an adult immediately and tell them how you are feeling. They can help stop the bullying.

Closing Story. Inspirational Quote.

## Inspirational Quote

No one can make you feel inferior without your consent.



(Visual created by Maria Isabel García Garrido)

**Activity: “Who was your favorite character?” Instructions.**

You have just heard the story of a guy who was having problems at school with a bully. In this role play there were four characters. You need to decide, as a group, what your favorite character is. You will organize them by numbers; from 1 to 4, being 1 the person you like the most and 4 the person you like the least. You can re-read the Role Play as many times as you need.

Steps to do this activity:

- 1) Think to yourself (20 seconds) what your favorite character is.
- 2) Write his / her name on an index card.
- 3) Give at least 2 reasons why he / she is your favorite one.
- 4) Share with your partner using the cooperative strategy *Talking Chips*. 1.1. *Each student has a Talking Chip*.
- 5) Decide, as a group, what is the order of characters (remember from 1 to 4) and fill up the table Favourite Character. Use the strategy *Spend a Buck* to make your decision.
- 6) Each student has to fill up one character. Use the strategy *Rotating Recorder*.
- 7) When finished, you will share with the rest of the class using the cooperative strategy *Numbered heads together*.

Cooperative Strategies:

*Talking Chips*. 1.1. *Each student has a Talking Chip*.

1. One student reads what is on his / her index card (the index card will be the talking chip).
2. He / she puts the index card on the centre of the group.
3. He/she cannot talk till everybody has talked.

*Spend a Buck* 1. Each student has four tokens that represent four quarters. 2. Students may spend their quarters on any of the alternatives, but they must spend their quarters on more than one alternative. 3. The number of quarters in each alternative will determine the team decision.

Rotating Recorder

1. Students take turns recording / writing team responses.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

Numbered Heads Together

1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number responds.

**Activity: “Who was your favorite character?” Teacher’s example.**

NAME	No.	REASONS
Sam	1	1. He was very empathic (he was able to understand the way Mike was feeling). 2. He offered his help even without asking for it.
Mike	2	1. He was a hard worker. 2. He was brave and he chose to try to solve things without using physical strength.
John	3	1. He was able to see that Mike’s behavior was the most intelligent one. 2. He accepted Mike’s help.
Samantha	4	1. She offered her help. 2. She presented options for solving a problem.

**Favorite Character Table. Students’ practice.**

NAME	No.	REASONS
	1	1..... ..... 2..... ..... 3..... .....
	2	1..... ..... 2..... ..... 3..... .....

1.....

2.....

3.....

3.....

---

1.....

2.....

4.....

3.....

**Spend a Buck – Tokens.** Created by Maria Isabel García Garrido.



**Role play: The homework challenge. By María Isabel García Garrido.**

**John:** I am the best thing that ever stepped in this planet. I can do whatever that I want. Everybody is scared of me. (Sarcastic: ha, ha, ha...)

**Mike:** My parents are going to be really proud of me. I am going to get straight A's in all the subjects. I am just going to finish this last assignment and after that I am free to do whatever that I feel like doing; I think I will ride the bike to the park with my friends.

**John:** Free? Yes, that is what you think. You have to do my homework. I want to get A's too.

**Mike:** But, I have been working hard and now I am tired.

**John:** What did you say? Are you not working for me? You have to be kidding. I am going to play outside and when I come back I want to have it done or you will experience how strong that I can be ( moving his fist like threatening).

**Sam:** Hi Mike. I heard what John just told you. I understand the way you feel. Somebody did the same thing to me. I felt really sad until somebody helped me.

**Mike:** Oh, really? Who helped you and how?

**Sam:** It was my older cousin, Susan. She talked to the guy and made him realized that he was not being the smart and great guy he believed he was being.

**Mike:** Why don't you call her?

**Sam:** O.k. I will. (Pretend like you are dialing a phone). Hi, Susan. A friend of mine has some difficulties with a bully at school. Could you please talk to him and give him your advice?

**Sandra:** Sure, no problem. Put him on the phone. Mike, you have different choices to solve this problem. Some of them are: (1) Tell your problem to an adult and have that person talk to John; (2) Try to convince him to do something different.

**Mike:** O.k. I will try to talk to John fist.

**John:** Hi Mike. Have you done my homework yet?

**Mike:** No. I have not done it yet. I have a proposal for you. I think you should do it yourself. You do your homework for learning not just for getting A's. If you need help I can help you doing it. And, if you want to prove me how strong you are maybe we can go to the gym latter on and practice some boxing. What do you think?

**John:** Really? Would you really help me? Wow, that is great. Now I understand why you are always getting straight A's, you are really smart. Nobody wants to help me and since I do not know how to convince them I just threaten them that I will hit them.

**Mike:** John that is not the best way of having people helping you. If you are nice to them they will like you more than if you tell them that you are going to hit them. Try it on and you'll see how your life changes for good.

**John:** Thanks Mike, you are by no means, the smartest friend I have ever had.





## LESSON NUMBER: 13

➤ **TOPIC OF THE LESSON:**

Learn about bullying (2) and persuasive writing (1).

➤ **CONTEXT:**

“Write a letter to a bully.” (1)





**TOPIC OF THE LESSON:** Learn about Bullying (2) and persuasive writing (1).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Write a persuasive letter to a bully (Part 1).”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 13

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

**SOCIO EMOTIONAL DEVELOPMENT**

Same of previous lesson.

### **1.2. Language Objectives:**

- Students will be able to understand the main characteristics of persuasive writing.
- Students will be able to write a thesis statement for their persuasive letter to a bully.
- Students will be able to list at least three different reasons in order to justify why being a bully is not a good choice. Students will be able to express cause an effect through their reasons.
- Students will be able to create a closing for their persuasive letter to a bully.

**LANGUAGE ARTS**

**STATE GOAL 3:** Write to communicate for a variety of purposes.

**B.** Compose well-organized and coherent writing for specific purposes and audiences.

**3.B.2a** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

**3.B.2b** Establish central idea, organization, elaboration and unity in relation to purpose and audience.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Think-Pair-Share; 1.3. Think-Pad-Brainstorming; 1.4. Rotating Recorder; 2.Modelling.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### 3.2. Introductory Set:

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

✓ Review Questions: What did we learn during the previous lesson: Who remembers what bullying is? Could you give an example of one way of being harassed?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Put Ups.” (Write something good about a partner.)

☞ **Cooperative Strategies:** Discussion

☞ **Description:** Teacher will make it interesting by:

➤ Inviting students to write something nice about a partner. The procedure will be:

- 1) All class members will participate, even the teacher.
- 2) They will write their name on a small piece of paper; teacher will collect all the names and put them in a box.
- 3) Each student will pick a paper from the box and will write something nice (just a couple of sentences) about that person.
- 4) When everybody is finished, teacher will invite students to stand up and read what they wrote.
- 5) When the activity is done, students will discuss the reasons for saying good things about our partners.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he / she will cover today and what he / she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about bullying. (Teacher will use a transparency to review this concept. See “Bullying” transparencies from previous lesson). Also, today we will learn about the main characteristics of persuasive writing. Finally, we will classify our thoughts in a graphic organizer.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about one thing you can do if you are in a situation where there is a bully. Additionally, you will be able to organize your thoughts in a graphic organizer.”

☞ A.3. Why is this important?

“This will help you to be prepared in case you meet a bully. Also, learning how to organize your ideas will help you ease the writing process.”

☞ A.4. What are the students going to do?

“Today, we are going to begin gathering information to write a letter to a bully. You will list at least three different reasons to explain why being a bully is not a good choice. You will have to convince the bully that he/she has to change that behaviour.”

***B. Teacher will model the activities.***

First, using the overhead projector, teacher will tell students about the main characteristics of persuasive writing. This will be divided in two main sections: Definition and Components.

1) Definition: Teacher will read the first section, ‘definition’, and will invite students to tell him/her other examples of persuasive writing.

2) Components: Teacher will read the second section, ‘components’, and will invite students to provide examples for each one of the elements of this section. Next, teacher will provide detailed explanations for each element. (See transparencies about ‘Thesis Statement’ and ‘Cause and Effect Relationships’). After that, teacher will show students the letter she prepared for the bully; she/he will read the letter out loud and she/he will ask students to tell about the different components of the letter (Thesis Statement, Cause and Effect Paragraphs, Closing). As the teacher is reading, he/she will use different color markers to differentiate each section. Ex. Cause – blue; Effect – Red; Thesis Statement – Brown; Closing: Green.

***C. Students Practice.***

☞ **Activity**: “Write a letter to a bully. (Part 1. Fill out a Persuasive Writing Graphic Organizer)”

☞ **Cooperative Strategies**: Think-Pair-Share; Think-Pad-Brainstorming; Rotating Recorder

*Description:*

- Teacher will invite students to work with their group in order to fill out a graphic organizer.
- Teacher will also inform students that during the following lesson they will move from the graphic organizer to the actual letter. They will use the graphic organizer that was generated on this lesson as a tool for writing their persuasive letter.
- Teacher will provide students with examples (see transparencies for modelling the activity).

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what bullying is: Bullying is when someone keeps doing or saying things to have power over another person. Review the basic components of a letter.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way you could help somebody who is being harassed? Who could tell me what some basic components of a letter are? Would this information that you have learned today be useful if you were again in a situation similar to the ones presented by the teacher?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Inspirational quotes. (See visual)

☞ Game:

*Bop Bop* (active/circle)

The players start sitting in a circle. The leader stands up and "bops" or dances around the inside of the circle. The players can help out by making their own music. The leader then taps selected people on the head and says, "Start bopping right now." These tapped people will join the leader in the middle. These boppers keep dancing and tapping until they hear, "Bop Bop Over!" The players will then stop dancing and run back to their spots. The last one there is the new leader.

***D. Inform students of topic of next lesson.***

"In the next writing lesson we are going to review the concepts of bullying, harassment and persuasive writing. You will use the graphic organizer that was generated on this lesson as a tool for writing your persuasive letter."

---

#### 4. Assessment:

##### 4.1. Informal:

4.1.1. **Check for understanding**: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

➤ 1. Knowledge

- ✓ 1. What is true or false: a) A Persuasive Essay is a: “non-fiction story that describes a personal experience”. (F. That's Personal Narrative); b) When you are writing a persuasive essay you are trying to persuade a person to adopt a certain point of view or to take a particular action. You must always give logical reasons, state facts, use examples and/or quote experts when the situation allows it. (T); c) Examples of Persuasive Essay could be: c.1. An essay where you discuss the main similarities and differences between living in Europe versus living in USA. (F. That's Expository Essay) c.2. What about an essay where you talk about the steps you are supposed to follow when you want to make a cake? (F. That's Expository Essay)
- ✓ 2. Bullies are really 'People Smart'. (F)
- ✓ 3. Bullied people deserve to be bullied. (F)
- ✓ 4. Someone who is being bullied should always stay quiet and not discuss his/her problem with anybody? (F)

➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by “bullying”?
- ✓ 2. Can you tell what are going to be the benefits of helping somebody who is being bullied?
- ✓ 3. Can you tell what could be the benefits of asking a bully to stop harassing people?
- ✓ 4. Can you provide an example of a persuasive essay title?
- ✓ 5. Can you provide an example of a good Thesis Statement?

➤ 3. Application

- ✓ 1. Can you think of situations where you think you should use a persuasive essay?

➤ 4. Analysis

- ✓ 1. Why do you think we use cause and effect relationships in a persuasive essay?
- ✓ 2. Why do you think we restate all the points we have discussed during our essay in the final conclusion of the essay?

➤ 5. Synthesis

- ✓ 1. What is the main goal of a persuasive essay?

➤ 6. Evaluation

- ✓ 1. How would you handle a situation where you were bullied?
- ✓ 2. Justify why we should never be a bully.
- ✓ 3. Why should you never stay quiet when you see somebody is being the victim of a bullying situation?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

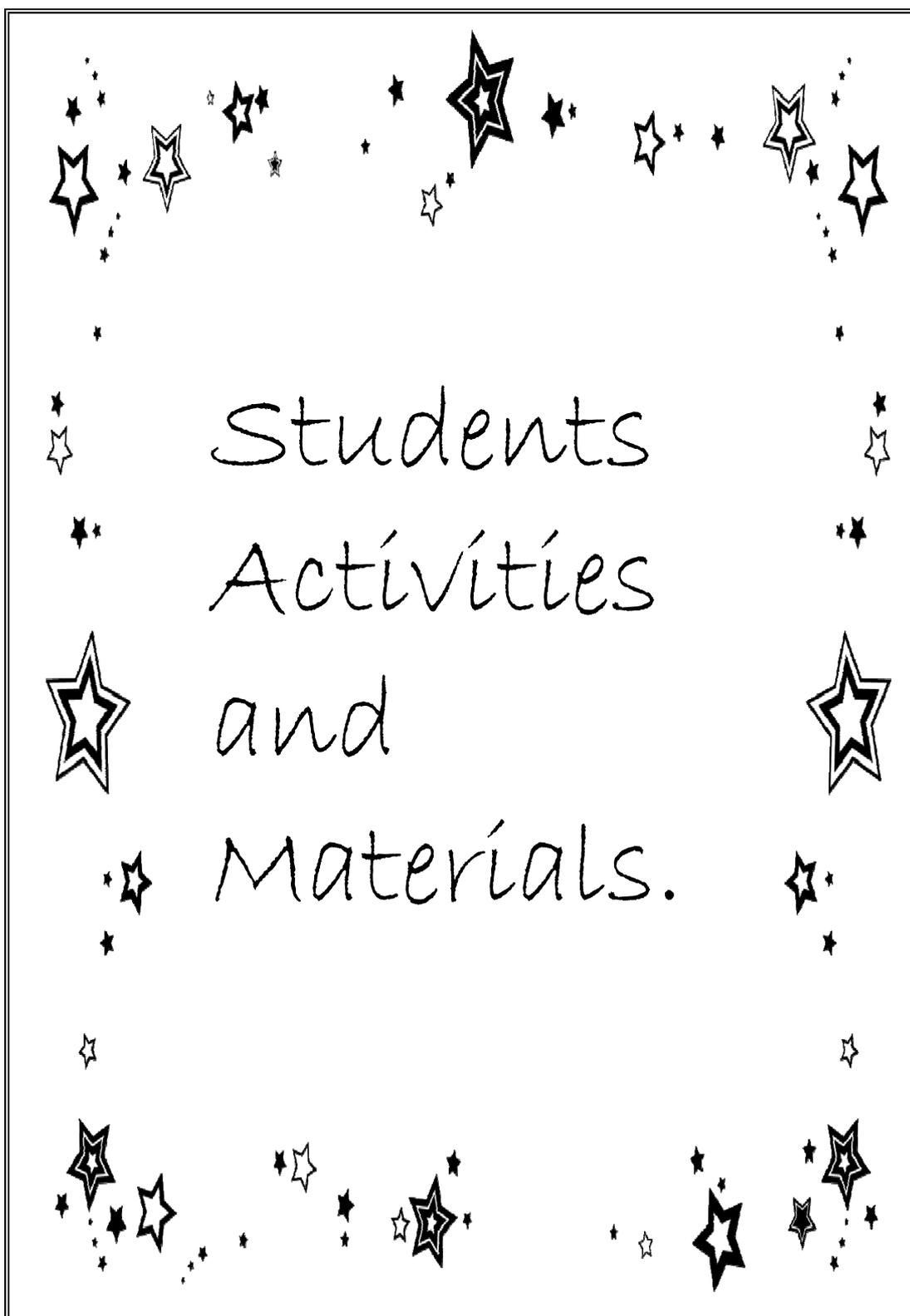
4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Rubric:** Teacher will observe the data that is recorded in the graphic organizer using the below rubric.

Rubric Name: .....

CRITERIA	LEVELS OF PERFORMANCE			
<b>CAUSE AND EFFECT</b>	<b>Both elements are present and there is a logical connection between them.</b> 4 pt	<b>Both elements are present but there is not a logical connection between them.</b> 3 pt	<b>One of the elements is missing.</b> 2 pt	<b>None of the elements are present.</b> 1 pt.
Reason 1				
Reason 2				
Reason 3				
Reason 4 (optional – extra points)				
Reason 5 (optional – extra points)				
<b>Thesis Statement</b> It is an assertion, it takes a stand, it is a complete sentence that explains a main idea, it is narrow, it is specific and it defends one main point.	<b>EXCEPCIONALLY ACHIEVED</b> 4 pt	<b>WELL ACHIEVED</b> 3 pt	<b>FAIRLY ACHIEVED</b> 2 pt	<b>NOT PRESENT</b> 1 pt
<b>Conclusion</b>	It restates all major points . 4 pt	It lacks the restatement of 1 of the points. 3 pt	It lacks the restatement of 2 of the points. 2 pt	It lacks the restatement of 3 of the points. 1 pt



Students  
Activities  
and  
Materials.

# PERSUASIVE ESSAY



## 1. DEFINITION:

It is also known as the argument essay. When you are writing a persuasive essay you are trying to persuade a person to adopt a certain point of view or to take a particular action. You must always give logical reasons, state facts, use examples and/or quote experts when the situation allows it.

Ex: 1) Should tobacco be banned?  
 2) Should students wear uniform?  
 3) Do you think parents should tell their children what to wear?

## 2. STRUCTURE:

### 1. Thesis Statement.

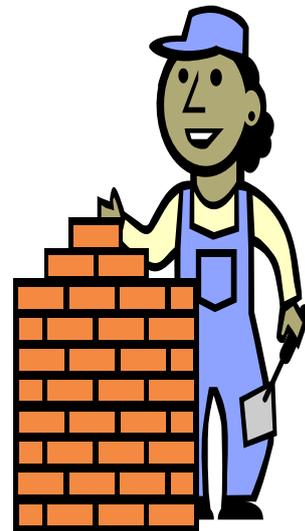
You take a particular position on a subject.

### 2. Cause and Effect relationships.

You express causes and their possible effects in well differentiated paragraphs.

### 3. Closing.

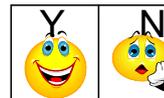
You restate your points / reasons.



# THESIS STATEMENT (1)



AIR  
POLLUTION



## 1. WRITE A THESIS STATEMENT.

**1.1. A thesis statement is an **ASSERTION**, not a statement of fact or an observation.**

**Fact or observation:** People use many lawn chemicals.

**Thesis:** People are poisoning the environment with chemicals merely to keep their lawns clean.

**1.2. A thesis **TAKES A STAND** rather than announcing a subject.**

**Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.

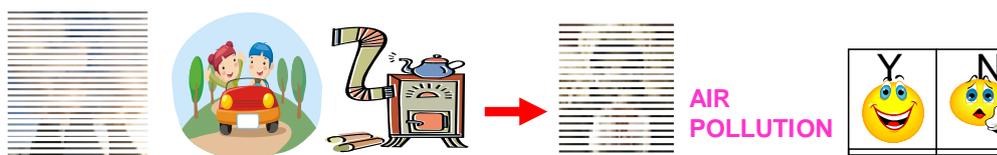
**Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

**1.3. A thesis is the **MAIN IDEA**, not the title. It must be a complete sentence that explains in some detail what you expect to write about.**

**Title:** Social Security and Old Age.

**Thesis:** Continuing changes in the Social Security System makes it almost impossible to plan intelligently for one's retirement.

# THESIS STATEMENT (2)



## 1. WRITE A THESIS STATEMENT.

**1.4. A thesis statement is **NARROW**, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.**

**Broad:** The American steel industry has many problems.

**Narrow:** The primary problem if the American steel industry is the lack of funds to renovate outdated plants and equipment.

**1.5. A thesis statement is **SPECIFIC** rather than vague or general.**

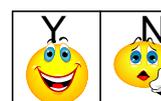
**Vague:** Hemingway's war stories are very good.

**Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

**1.6. A thesis statement has **ONE MAIN POINT** rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.**

**More than one main point:** Stephen Hawkins's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.

**One Main point:** Stephen Hawkins's physical disability has not prevented him from becoming a world renowned physicist.



**Transparencies for modelling the activity “Write a letter to a bully.” (1): Cause and Effect Graphic organizer.**

**Position:** Stop bullying your partners.

**Reason 1: (Cause and Effect)**

Ex. If you treat others the way you want to be treated (cause) you will have real friends and you will be a happy person (effect).

**Reason 2: (Cause and Effect)**

Ex. Popularity is not achieved by hurting a person. As a matter of fact, if you go around hurting others (cause) people will not only be scared of you but also, they will not enjoy your company and you will end up alone. (effects)

**Reason 3: (Cause and Effect)**

Ex. If you say mean things to somebody or hurt someone (cause) you could make somebody feel lonely, unhappy and frightened. Did you know that some students feel so bad they can hurt themselves or even commit suicide? (effects)

**Reason 4: (Cause and Effect)**

Ex. Bullying causes many bad things. (cause) If you bully somebody he/she may lose confidence and may not want to go to school any more. Then, right there, you may have a person not developing to his/her fullest potential. Just think about a future without doctors, engineers, computers programmers, etc. (effects)

**Reason 5: (Cause and Effect)**

Ex. Respect everybody no matter the colour of their skin, the way they talk, their size, their name, etc. You never know what the future holds for you. **What about if there are some changes in your life and you end up living in a different country?** (cause) **You could be bullied there because you could be 'different'.** (effect)

**CLOSING:**

Ex. Stop **being a bully** (cause) because if you continue acting this way you may end up **without real friends**, (summary of effect 1), **alone**, (summary of effect 2) **being responsible for the death of someone**, (summary of effect 3) **living in a country with no specialized workers** (summary of effect 4) or who knows, maybe being bullied somewhere else. (summary of effect 5) . Let's be **ZERO TOLLERANCE FOR BULLYING!** (final hook)

**Activity. Write a letter to a bully (part 1. Fill out the graphic organizer.)**

1) First, read the letter the teacher wrote to the bully. Next, using the cooperative strategy Think-Pair-Share, you will look for all the different components of a ‘Persuasive Essay’. As we did during the ‘modeling time’, you will use different color markers to underline all the different components. Ex. Cause – blue; Effect – Red; Thesis Statement – Brown; Closing: Green. When you are done underlining all the different elements/components, you will share your findings with your partners.

2) Second, using the cooperative strategy Think-Pad-Brainstorming you will generate a list of ideas that are going to appear in your graphic organizer. Remember you have to express cause and effect.

3) Finally, using the cooperative strategy Rotating Recorder, you will list all your ideas in a graphic organizer titled: “Persuasive Writing Graphic Organizer”. You only need to think about 3 different reasons but if you can come out with 5 the teacher will give you extra credit/points for those 2 extra reasons.

Think-Pair-Share

1. Students think to themselves about the different parts of a letter.
2. After 30 seconds, students turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas. Students will say things like: “I think ‘The Heading’ is the part where the teacher wrote ‘Lincoln School...’”.
3. Then they share their thoughts with the class.

Think pad Brainstorming

1. Teacher announces a topic. “Consider all the reasons why you should not be a bully”
2. Each student quickly record as many ideas as possible on small slips of paper.
3. All ideas are collected and a category system may be devised to sort the ideas.

Rotating Recorder

1. There will be 1 paper and 1 pencil per team.
2. The paper will move clockwise.

**“Write a letter to a bully”. (3): Letter from the teacher to the bully.**

Lincoln School  
3545 S. 61st Avenue  
Cicero, 60804, IL.

Dear student,

I want you to stop bullying your partners. We should always add friends to our life not subtract them. There are rules in our classroom that have to be followed; the most important one is: **“TREAT OTHERS THE WAY YOU WANT TO BE TREATED!”**

I think this because popularity is not achieved by hurting a person. When you make somebody feel bad, you are not becoming more important or more famous, you are just someone people are scared of. When this happens, your classmates do not enjoy your company; they just feel like being as far away from you as possible. Do you love the idea of being alone?

Moreover, when you behave as a bully, you can make somebody feel lonely, unhappy and frightened. Every day and every night, tons of students hurt themselves because they have been the victim of a bully; some of them even commit suicide!

Besides, if you bully somebody he/she may lose his/her confidence and may not want to go to school any more. Consequently, you become responsible for a person not developing to his/her fullest potential. Imagine the students you are bullying want to be doctors, engineers, computers programmers, etc. and just because they did not feel secure in school they never became what they wanted to be. What do you think would happen to your future next? Just let's think about the following situations: 1) where would you go when you are sick if you prevented those

students from becoming doctors? ; 2) What cars, motorcycles, vans, trucks,..., would you drive if there are no engineers to build them? ; 3) What computers would you play with if there are no computer programmers to create any type of games? I bet you can think of many other things you will also be missing, can't you?

Additionally, there are no reasons for anybody to bully a person. You should respect everybody no matter the colour of their skin, the way they talk, their size or their name. Maybe, at this point in your life, you are surrounded by people who are mainly like you. They have physical and economical situations that are mostly like yours. However, you have to bear in mind that life changes and you never know what may happen to you. For example, what about if you need to move to another country? Or what about if you have a boss whose race is different to yours and he/she finds out you do not have respect for his/her traditions?

In conclusion, if you do not stop being a bully you are going to have a life without real friends (those who are by your side are only there because they are afraid of you), you could even be responsible for the death of someone, you could be creating a world where there are not people who can make your everyday really pleasant. All in all, you will not have anybody who will really enjoy your company. Think of it – is it really good for your or others to be a bully? I don't think so!!!

Sincerely,

Miss M. García

**Activity. Fill out the “Persuasive Writing Graphic Organizer”.**

**Students Names:** .....

.....

---

---

**Thesis Statement:** It is an assertion, it takes a stand, it is a complete sentence that explains a main idea, it is narrow, it is specific and it defends one main point. Ex. Stephen Hawkins’s physical disability has not prevented him from becoming a world renowned physicist.

.....

.....

.....

.....

---

---

**Reason 1: (Cause and Effect)**

Ex. **If you treat others the way you want to be treated** (cause) **you will have real friends and you will be a happy person** (effect).

.....

.....

.....

.....

---

---

**Reason 2: (Cause and Effect)**

Ex. Popularity is not achieved by hurting a person. As a matter of fact, **if you go around hurting others** (cause) **people will not only be scared of you but also, they will not enjoy your company and you will end up alone.** (effects)

.....

.....

.....

.....

**Reason 3: (Cause and Effect)**

Ex. If you say mean things to somebody or hurt someone (cause) you could make somebody feel lonely, unhappy and frightened. Did you know that some students feel so bad they can hurt themselves or even commit suicide? (effects)

.....  
.....  
.....  
.....

**Reason 4: (Cause and Effect)**

Ex. Bullying causes many bad things. (cause) If you bully somebody he/she may lose confidence and may not want to go to school any more. Then, right there, you may have a person not developing to his/her fullest potential. Just think about a future without doctors, engineers, computers programmers, etc. (effects)

.....  
.....  
.....  
.....

**Reason 5: (Cause and Effect)**

Ex. Respect everybody no matter the colour of their skin, the way they talk, their size, their name, etc. You never know what the future holds for you. What about if there are some changes in your life and you end up living in a different country? (cause) You could be bullied there because you could be 'different'. (effect)

.....  
.....  
.....  
.....

**CLOSING:** Ex. Stop being a bully (cause) because if you continue acting this way you may end up without real friends, (summary of effect 1), alone, (summary of effect 2) being responsible for the death of someone, (summary of effect 3) living in a country with no specialized workers (summary of effect 4) or who knows, maybe being bullied somewhere else. (summary of effect 5) . Let's be ZERO TOLLERANCE FOR BULLYING! (final hook)

.....  
.....  
.....

**Closing Story. Inspirational Quote.****Inspirational Quote**

You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of.

(Visual created by María Isabel García Garrido)





## LESSON NUMBER: 14

➤ **TOPIC OF THE LESSON:**

Learn about bullying (3) and persuasive writing (2).

➤ **CONTEXT:**

“Write a letter to a bully.” (2)





**TOPIC OF THE LESSON:** Learn about Bullying (3) and persuasive writing (2).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Write a persuasive letter to a bully (Part 2).”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 14

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lesson.

### **1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

- Students will be able to understand the different components of a letter.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rotating Recorder; 1.3. Brainstorming 1.4. Numbered Heads Together; 1.5. Think-Pair-Share; 1.6. Round Table; 2.Modelling.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* What did we learn during the previous lesson? (Teacher will use Bloom’s Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ Student Self-assessment:

☞ **Introductory Activity:** “Write a thank you note to the person who wrote something good about you.” (See teacher’s example).

☞ **Cooperative Strategies:** Discussion

☞ **Description:** Teacher will make it interesting by:

➤ Inviting students to write a thank you note to a partner. The procedure will be:

- 1) All class members will participate, even the teacher.
- 2) They will write a thank you note to the person who wrote something good about them on the previous lesson. In their note, which will be just a couple of sentences, they will also have to write something good about the person who wrote the note the day before.
- 3) When everybody is finished, teacher will invite students to stand up and give that note to the corresponding person.
- 4) When the activity is done students will discuss the reasons for having good manners such as: always say good things about your partners and friends, always express your gratitude when somebody does or says something good about you, etc. Teacher will invite students to brainstorm some other good manners.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what she/he will cover today and what he/she expects his/her students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about bullying. (Teacher will use a transparency to review this concept. See “Bullying” transparency). We are also going to review what we have learned about ‘Persuasive Essay’ (Teacher will use transparency from previous lesson) and will also say: “Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them

to do. A form of persuasive writing is a letter written to someone telling him or her a complaint that you have.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to think about one thing you can do if you are in a situation where there is a bully. Moreover, you will be able to think about ways of convincing people to do what you want.”

☞ A.3. Why is this important?

“This will help you to be prepared in case you meet a bully. Also, you could even convince your parents to give you that present that you want”.

☞ A.4. What are the students going to do?

“Today, we are going to continue writing a letter to a bully. You will work with a partner, using the graphic organizer that you filled out during the previous lesson, to write a letter to a bully. You will have to convince the bully that he/she has to change that behaviour.”

### ***B. Teacher will model the activities.***

First, using the overhead projector, teacher will review the cause-effect graphic organizer where he/she listed his/her main thoughts (see transparency from previous lesson).

Second, teacher will explain the different components of a letter (see transparency).

Next, teacher will remind students they have to persuade the bully to stop his/her behaviour. This means, they have to write a persuasive letter.

### ***C. Students Practice.***

☞ **Activity:** “Write a letter to a bully (part 2).”

☞ **Cooperative Strategies:** Think-Pair-Share; Round Table; Rotating Recorder; Numbered Heads Together.

☞ **Description:**

- Teacher will invite students to work with a partner to write a letter to a bully.
  - 1) First, students will read the teacher’s letter to a bully.
  - 2) Second, using the cooperative strategy Think-Pair-Share, they will read the paper titled “Components of a letter” and will look for all those components in the teacher’s letter to a bully. They will share their findings with their partners.

- 3) Third, using the “components of a letter cards” and the cooperative strategy *Round Table*, they will assign each section of the letter its name.
- 4) Forth, students will re-read the graphic organizer they filled out during the previous lesson.
- 5) Fifth, students will use the data from the graphic organizer in order to compose their letter to the bully. They will use the cooperative strategy *Rotating Recorder*. When finished, students will share their writing with the whole class using the cooperative strategy *Numbered Heads Together*.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what bullying is: Bullying is when someone keeps doing or saying things to have power over another person. Review what persuasive writing is: Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him or her a complaint that you have.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one way you could help somebody who is being harassed? Who could tell me what some basic components of a letter are? Who could tell me what some basic components of a persuasive text are? Would this information that you have learned today be useful if you were again in a situation similar to the ones presented by the teacher?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Friendship Poem:

☞ Game:

*Basket-Soccer Ball* (active/cooperative)

Equipment: balls

Two teams are needed. The object of the game is to get both teams up and down the court as many times as possible in 15 minutes. Eg. Team 'A' and Team 'B' when at one

end of the court, work together to pass the ball around pylons, then kick or lift the ball up into the hands of one of the team members, who then shoots at the basket. If the ball goes in, they can then go to the other end of the court and shoot for that hoop. Note: Only Team "A" can shoot at "A" basket and "B" shoots at "B" basket.

***D. Inform students of topic of next lesson.***

In the next writing lesson we are going to review the concepts of bullying, harassment and persuasive writing. You will write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. What is true or false: a) The heading is the first thing that appears on a letter. (T) 2. These are examples of formal and informal greetings: Formal: Dear Uncle Jim, Dear Mr. Wilkins, Informal: Hi Joe, Greetings. (T)

➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by "bullying"?
- ✓ 2. Can you tell what are going to be the benefits of helping somebody who is being bullied?
- ✓ 3. Can you tell what could be the benefits of asking a bully to stop harassing people?
- ✓ 4. Why do you divide a letter in different sections instead of just writing an only paragraph with no divisions?

➤ 3. Application

- ✓ 1. In what type of letter will you use a 'formal greeting'? (Ex. If you are writing to your principal, etc).
- ✓ 2. From the information given, can you develop a set of instructions for bullies? (This should contain detailed instructions on how to treat others). What about a set of instructions for a bullied person?

➤ 4. Analysis

- ✓ 1. What are some of the problems you may come across while writing a persuasive letter?
- ✓ 2. How is writing letter different / similar to the time when you reflected about all the things that you can do? What about when you wrote about the activity you liked the most?
- ✓ 3. Who do you think is in a better position a bully or a bullied person?

➤ 5. Synthesis

- ✓ 1. Can you see a possible solution to bullying?
- ✓ 2. If you had all the resources you could ask for, how would you avoid bullying in the school environment?
- ✓ 3. What is the main idea behind persuasive writing?
- ✓ 4. What would happen if letters would not have well differentiated parts?

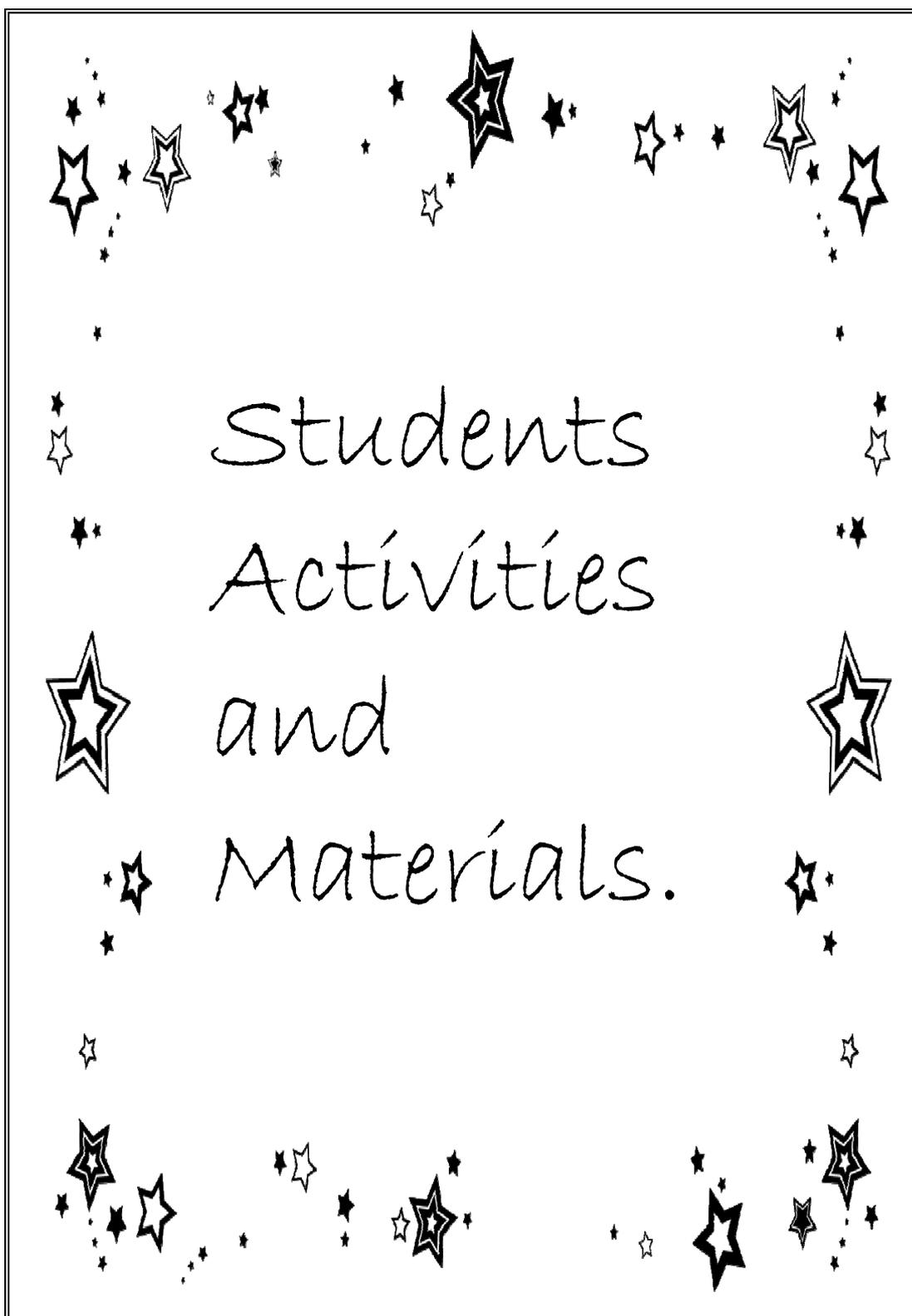
➤ 6. Evaluation

- ✓ 1. How would you handle a situation where you were bullied?
- ✓ 2. Justify why you should never be a bully.
- ✓ 3. Why should you never stay quiet when you see somebody is being the victim of a bullying situation?
- ✓ 4. How effective do you follow a format in order to write a persuasive letter?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory Activity. Thank you note. Teacher's example.**

	<p style="text-align: center;"><i>Thank You, Thank You,</i></p>  <p>From: <i>Miss Garcia</i> To: .....</p>
--	--

<p>From: <i>Miss Garcia</i> To: .....</p> <p><b>T</b>hank you for you: for who you are,  <b>H</b>owever far away;  <b>A</b>nd for the words you send to me,  <b>N</b>ear mad for what you say.  <b>K</b>nowing simply that you're there,  <b>Y</b>et thinking much of me,  <b>O</b>pens up my happiness,  <b>U</b>ndone for all to see.</p>	
---	--

**Transparencies for modelling the activity “Write a letter to a bully”. (2):  
Components of a letter.**

<b>1. The Heading.</b>
<u>Your address:</u> line 1.....
Line 2.....
<u>Date:</u> .....

Skip a line after the heading.....

<p><b>2. The Greeting.</b>                  Formal: Dear Uncle Jim, Dear Mr. Wilkins, ←                  Informal: Hi Joe, Greetings,</p>
---

Skip a line after the greeting.....

<p><b>3. The body.</b> ← Write each idea on a different paragraph. Support your ideas with explanations/details. Indent the paragraphs.</p> <p>1.idea/explanation.....</p> <p>.....</p> <p>Skip a line between each idea/paragraph.</p> <p>2.idea/explanation.....</p> <p>.....</p> <p>Skip a line between each idea/paragraph.</p> <p>3.idea/explanation.....</p> <p>.....</p> <p>Skip a line between each idea/paragraph</p> <p>4.idea/explanation.....</p> <p>.....</p> <p>Skip a line between each idea/paragraph.</p> <p>5.idea/explanation.....</p> <p>.....</p> <p>Skip <b>2 lines</b> between the body and the closing.....</p>	<p>The closing always ends with comma.</p> <table border="1"> <tr> <td><b>4. Closing</b>.....,</td> </tr> <tr> <td>.....</td> </tr> <tr> <td>.....</td> </tr> </table> <table border="1"> <tr> <td><b>5. Signature</b>.....</td> </tr> </table>	<b>4. Closing</b> .....,	.....	.....	<b>5. Signature</b> .....
<b>4. Closing</b> .....,					
.....					
.....					
<b>5. Signature</b> .....					
<p><b>4. Closing:</b> It should be indented to the same column as the heading. Usually ends with: Sincerely, Sincerely yours, Thank you, etc.</p>					
<p><b>5. Signature:</b> skip <b>2 lines</b> between the closing and the signature</p>					
<p><b>Postscript.</b> If your letter contains a postscript, begin it with <b>P.S.</b> and end it with your initials. Skip a line after the signature line to begin the postscript.</p>					

**Activity: “Write a letter to a bully.” Instructions.**

First, you will re-read the teacher’s letter to a bully.

Second, using the cooperative strategy *Think-Pair-Share*, you will read the paper titled “Components of a letter” and will look for all those components in the teacher’s letter to a bully. You will share your findings with the rest of your partners.

Third, using the “components of a letter cards” and the cooperative strategy *Round Table*, they will assign each section of the letter its name.

Forth, you will re-read the graphic organizer you filled out during the previous lesson.

Fifth, you will use the data from the graphic organizer in order to compose your letter to the bully. You will be working with your partners using the cooperative strategy *Rotating Recorder*.

When finished, you will share their writing with the whole class using the cooperative strategy *Numbered Heads Together*.

*Think-Pair-Share*

4. Students think to themselves about the different parts of a letter.
5. After 30 seconds, students turn to partners and share their responses, thus allowing time for both rehearsal and immediate feedback on their ideas. Students will say things like: “I think ‘The Heading’ is the part where the teacher wrote ‘Lincoln School...’”.
6. Then they share their thoughts with the class.

*Round Table*

1. Students sit in teams of four.
2. Each student takes a turn drawing, pasting, or writing one answer to a query, as a paper and pencil (or paste) are passed around the group.

*Rotating Recorder*

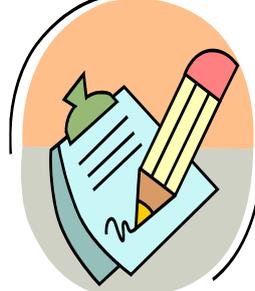
1. Students take turns recording / writing team responses.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

*Numbered Heads Together*

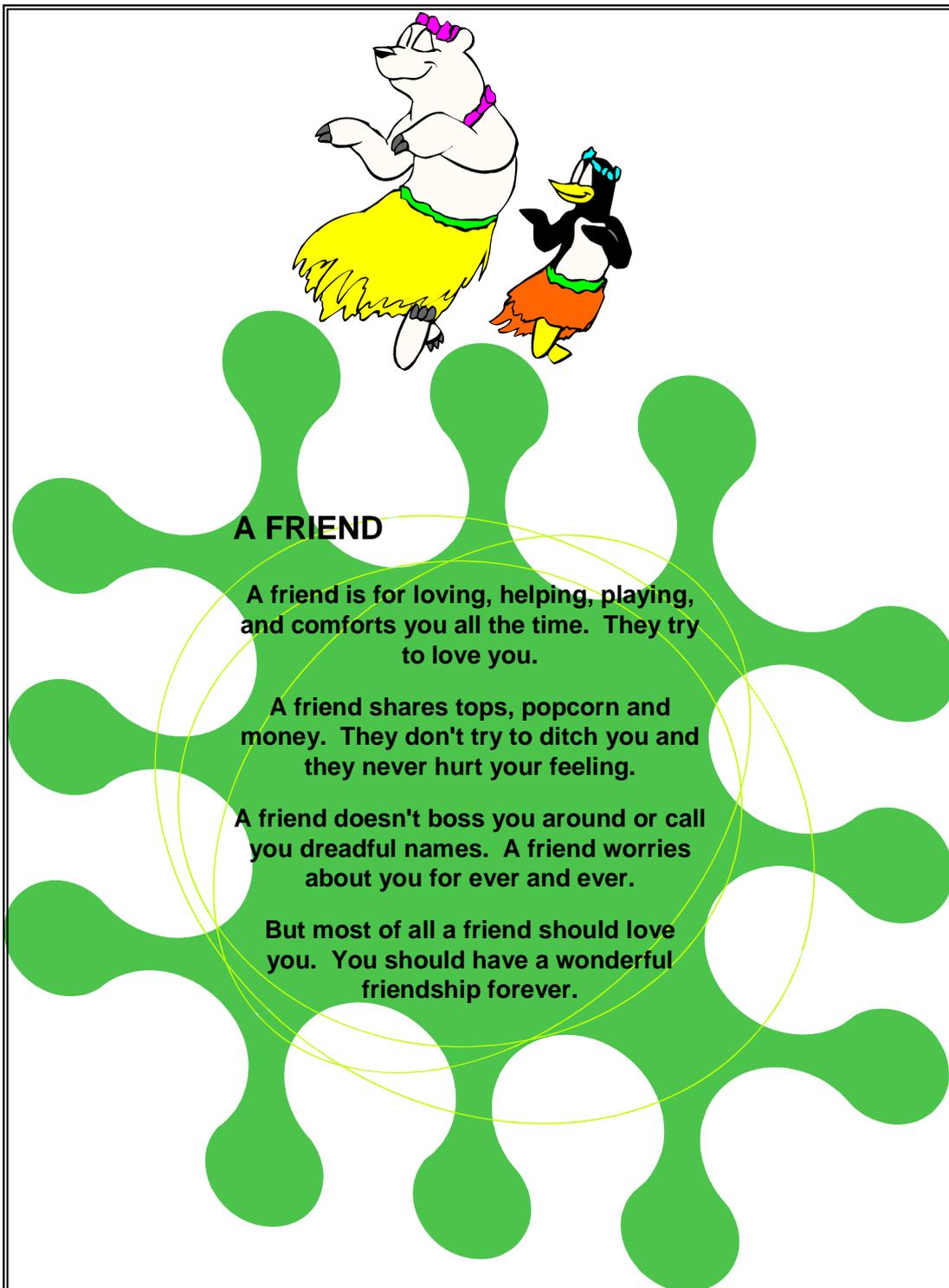
1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number responds.

**Activity. Write a letter to a bully (part 1). Components of a letter cards.**

## Components of a letter

<p><b>1. Heading</b></p> <ul style="list-style-type: none"> <li>• Address</li> <li>• Date</li> </ul> 	<p><b>2. The Greeting.</b></p> <p>Formal: Dear Uncle Dear Mr.</p> <p>Informal: Hi Joe, Greetings,</p> 	<p><b>3. Body.</b></p> <p>3.1. idea/explanation</p> 
<p><b>3. Body.</b></p> <p>3.2. idea/explanation</p> 	<p><b>3. Body.</b></p> <p>3.3. idea/explanation</p> 	<p><b>3. Body.</b></p> <p>3.4. idea/explanation</p> 
<p><b>3. Body.</b></p> <p>3.5. idea/explanation</p> 	<p><b>4. Closing:</b> It should be indented to the same column as the heading. Usually ends with: Sincerely, Sincerely yours, Thank you, etc.</p> 	<p><b>5. Signature:</b></p> 

Cards created by Maria Isabel García Garrido

**Closing Story. Friendship Poem.**



## LESSON NUMBER: 15

➤ **TOPIC OF THE LESSON:**

Learn about Bullying (4) and persuasive writing (3).

➤ **CONTEXT:**

“ Write a persuasive letter to the principal”.





**TOPIC OF THE LESSON:** Learn about Bullying (4) and persuasive writing (3).

**GRADE LEVEL:** 5<sup>TH</sup> Transitional.

**CONTEXT:** “Write a persuasive letter to the principal”.(1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 15

.....

### **1.1. Content Objectives:**

- Same of previous lesson and also:
- Students will be able to improve their self-esteem through positive feedback.

### **1.2. Language Objectives:**

- Same of previous lesson and also:
  - Students will be able to compose ‘Topic Sentences’ with ‘Supporting Details/Reasons’ that will compose well differentiated paragraphs.
- .....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Brainstorm; Rotating Recorder; 1.3. Gallery Tour. 2.Modelling.

.....

### **3. ACTIVITY:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* What did we learn during the previous lesson? (Teacher will use Bloom’s Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ *Student Self-assessment:*

☞ **Introductory Activity:** “Write an about me pamphlet.”

☞ **Cooperative Strategies:** Discussion; Brainstorm.

☞ **Description:** Teacher will make it interesting by:

- Teacher will give students an “About me Pamphlet” they will have to fill out. (See insert).
  - 1) Students will be filling out each of the categories. Teacher will model an example. Example: “My favorite activity: Dancing. The most frequent compliment I get: You are very pretty.”
  - 2) Students will not write their name on the pamphlet. Teacher will write a number on each of the pamphlets. Students will copy that number some place on their notebook (so they remember which their paper is).
  - 3) Teacher will set the timer for 5 minutes (for filling out the pamphlet).
  - 4) When they have written something for each category, they will fold the paper hotdog style. Next, they will make different cuts. They will cut along the lines that appear on the front of the paper so they can open each of the categories at a different time.
  - 5) When time is up, teacher will collect all the pamphlets and will distribute them randomly around the classroom.
  - 6) Teacher will set another 5 minutes where students will be trying to find out who the person who wrote that pamphlet is. See instructions below.
  - 7) When the activity is finished, teacher will tell students they have been practicing a way of enhancing their self-esteem.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what she will cover today and what she expects her students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

(Same of previous lesson)

“Today we are going to continue learning about bullying and harassment. (Teacher will use a transparency to review this concept. See “Bullying” transparency). Harassment is any form of unwanted and unwelcome behaviour which may range from mildly unpleasant remarks to physical violence. Bullying is the common denominator of harassment, discrimination, abuse, violence etc. We are also going to continue learning about persuasive text. Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him or her a complaint that you have.”

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson)

“At the end of this lesson, you will be able to think about one solution for avoiding or solving bullying in school. Moreover, you will be able to put forward an argument.”

☞ A.3. Why is this important?

“This will help you to be prepared in case you: 1) meet a bully or somebody who is being bullied; 2) need to plead a case; 3) want to promote / sell goods and services; 4) feel like putting forward an argument.”

☞ A.4. What are the students going to do?

“Today, we are going to write a persuasive letter to the principal. As we did when we wrote the persuasive letter to a bully, today will focus only on getting your ideas ready for the next writing lesson (in which you will write your letter). You will think about possible ways of avoiding bullying. You need to consider that using those ideas you will write a letter to the principal asking him/her to implement your strategy/strategies for avoiding bullying in the school environment. First, you will work with everybody in your group. As a group, and using the cooperative strategy *Brainstorming*, you will come up with possible ways to avoid or solve the problem of bullying. Today you will create a mind map to organize your thoughts.”

***B. Teacher will model the activities.***

First, using the overhead projector and transparencies from previous lesson/s, teacher will remind students about:

1. Persuasive Essay. ( Definition & Components)
2. Letter Components.

Second, teacher will explain what ‘Topic Sentences’, ‘Supporting Details/Reasons’ and paragraphs are.

- Teacher will show students a graphic organizer with ‘Topic Sentences’ and its supporting details (reasons). Teacher will explain a ‘Topic Sentence’ is: “A sentence intended to express the main idea in a paragraph or passage”. Teacher will show only one at a time. Ex. Teacher will show the first ‘Topic Sentence’ and will invite students to tell him/her reasons to support that main idea. Once they have discussed several ‘supporting details’ (teacher will explain this term to students) he/she will show what appears below (in the reason section). Teacher will repeat this procedure with at least three of the ideas. Teacher will do a backwards process with the last ideas/s. This means teacher will read the ‘Supporting Details/Reasons’ and will invite students to tell him/her what could be a good ‘Topic Sentence’.

- Teacher will explain students each ‘Topic Sentence’ should be in a well differentiated paragraph.

Next, teacher will show and explain students what a mind map is. Teacher will provide students with a full description of the way to create mind maps. (See below).

Finally, teacher will show students (using the overhead) a graphic organizer where she has previously listed her main thoughts.

### ***C. Students Practice.***

☞ **Activity:** “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.” (Part 1. Organize your thoughts in a Mind Map.)

☞ **Cooperative Strategies:** Brainstorming, Rotating Recorder; Gallery Tour.

☞ **Description:** (See section A.4.)

- Teacher will invite students to work with a partner to organize their thoughts for writing a letter to the principal.
  - 1) To write their paper, they will use the cooperative strategies Brainstorming and Rotating Recorder.
  - 2) When finished, students will share their Mind Maps with the whole class using the cooperative strategy Gallery Tour.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

(Same of previous lesson)

Review what bullying is: Bullying is when someone keeps doing or saying things to have power over another person.

Review what persuasive writing is: Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him or her a complaint that you have.

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

(Same of previous lesson)

Who could tell me one way you could help somebody who is being harassed? Who could tell me what some basic components of a letter are? Who could tell me what some basic components of a persuasive text are? Would this information that you have learned today be useful if you were again in a situation similar to the ones presented by the teacher?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Tell students about different websites where they can have information about bullying. Some examples appear below. Also, show students the transparency about friends.

☞ Game:

*Bumpety Bump Bump* (circle/active)

All players stand in a circle with someone in the centre. The person in the centre will choose someone in the circle to point at and will say, "Right, Bumpety Bump Bump Bump" or "Left, Bumpety Bump Bump Bump." The person who is pointed at has to say the name of the person to their right or left (depending upon what is asked by the person in the centre) before the phrase is finished. If they fail to do this, they are out. The centre person is trying to eliminate all players.

***D. Inform students of topic of next lesson.***

"In the next writing lesson we are going to continue learning about persuasive writing. You will be writing your persuasive letter to a principal".

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

(Same of previous lesson)

➤ 2. Comprehension

- ✓ 1. Can you explain, using your own words, what we mean by “loner”?
- ✓ 2. Can you tell what are going to be the benefits of “creating” places where “loners” could feel safe?
- ✓ 3. Can you explain what is the difference between being a “loner” and just being “shy”? Can you provide an example for both cases, this is a “loner” and a “shy” student?
- ✓ 4. Can you tell what could be the benefits of asking the principal to pay more attention to these types of students?

➤ 3. Application

- ✓ From the information given, can you develop a set of instructions to create the perfect place for a “loner” to feel safe?

➤ 4. Analysis

(Same of previous lesson)

➤ 5. Synthesis

(Same of previous lesson)

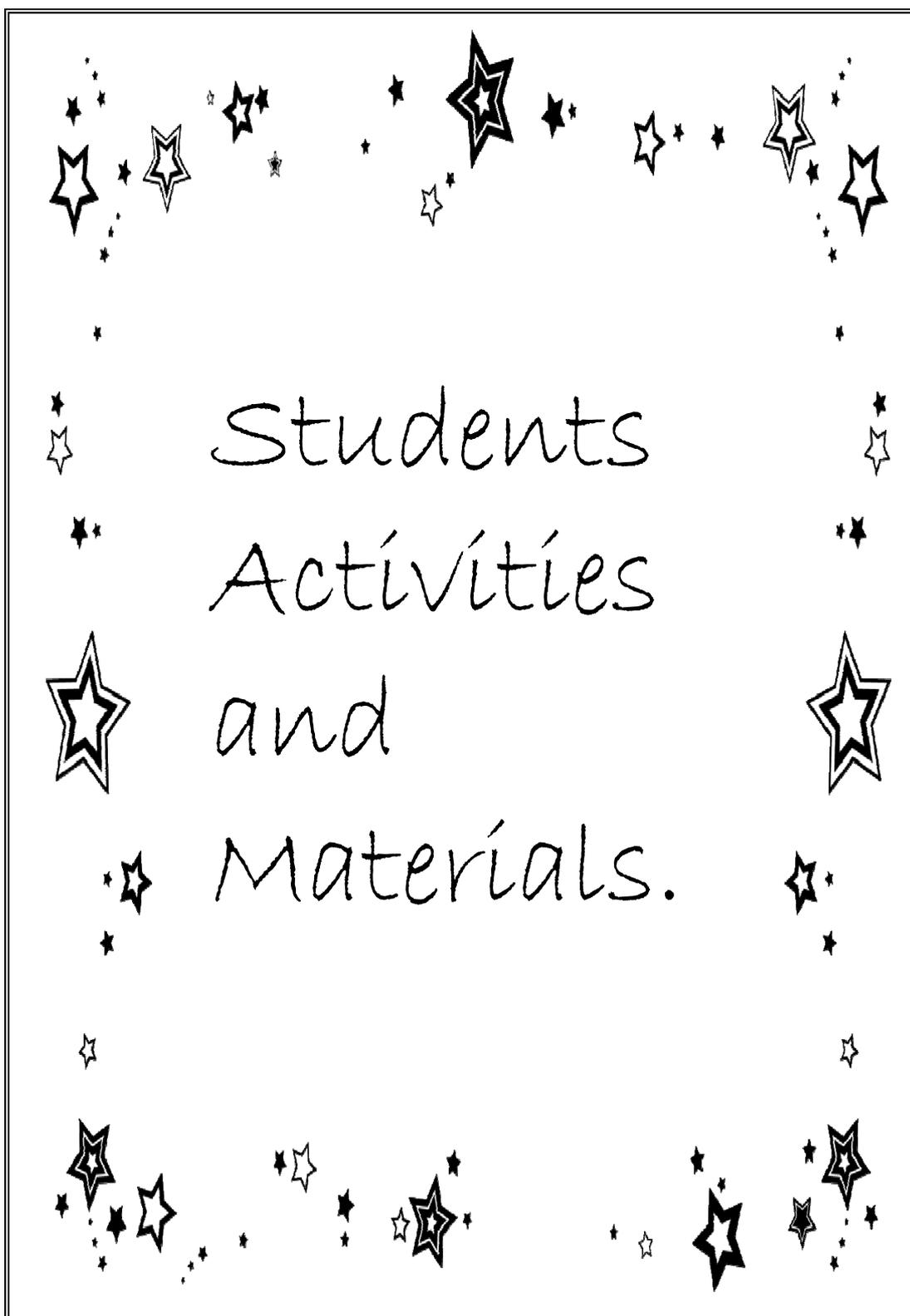
➤ 6. Evaluation

- ✓ Do you think is there a REAL reason for somebody to justify treating somebody with disrespect? What would you say / do if you see someone is doing anything like that to somebody else around you?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory activity. Write an about me pamphlet. Instructions for this activity.**

1. Think about all these qualities / happy moments that you have.
2. Fold the paper hotdog style.
3. Cut each of the categories so you can open each of them as if it was the pages of a book. You will only cut the line that appears on the front of the pamphlet (where you can read each category).
4. Fill out each of the categories. Example: My best feature (this is what appears on the front of the paper). Open that category. Write what you think is your best feature. Example: "My hair".
5. When you get the pamphlet of some of your partners you have to:
  - 5.1. Read each of the categories one at a time.
  - 5.2. Once you have read a category (remember you have to read only one at a time) you will write the name of the person you think could have written that.
  - 5.3. You will write that on the back of the paper where you see all the numbers. For example: Category 1. My best feature. When you open it, if you would open mine, you could read "My hair". Since this is the first category you will write my name under number one.
  - 5.4. Read all the different categories and follow the same procedure.
  - 5.5. Check if you have written the same name in all the categories. Make your final decision of whom this "Pamphlet about Me" belongs to.

<p>Read the pamphlet about me and try to guess who I am. Read only one of the categories at a time. Each time you read about me try to write my name on the lines provided below. Let's see how long it takes you to figure out who I am.</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>4.....</p> <p>5.....</p>	<p><b>My best feature.</b></p>
	<p><b>My proudest moment.</b></p>
	<p><b>My favorite activity.</b></p>
	<p><b>Something I'm good at.</b></p>
	<p><b>The most frequent compliment I get.</b></p>

	<p><b>1. My best feature.....</b> ..... ..... ..... .....</p>
	<p><b>2. My proudest moment</b> ..... ..... ..... .....</p>
	<p><b>3. My favorite activity</b> ..... ..... ..... .....</p>
	<p><b>4. Something I'm good at</b> ..... ..... ..... .....</p>
	<p><b>5. The most frequent compliment I get.</b> ..... ..... .....</p>

Transparencies for modelling the activity “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.” (1): Topic Sentence & Supporting details/reasons Graphic organizer.

**Position:** Create supervised games and rooms at lunch time for children to go to.

**Topic Sentence and Supporting Details/Reasons 1:**

Topic Sentence: Identify who could be an easy “prey” for a bully – a LONER - .

Reasons: People who have no friends, they are shy, they do not play, etc.

**Topic Sentence and Supporting Details/Reasons 2:**

Topic Sentence: Loners feel terribly during lunch time.

Reasons: They do not have the protection of the teacher, they are alone, time passes really slow for them.

**Topic Sentence and Supporting Details/Reasons 3:**

Topic Sentence: Supervised games could be a safe meeting point.

Reasons: Loners could meet other people like themselves, make friends, feel safe and feel like coming to school.

**Topic Sentence and Supporting Details/Reasons 4:**

Topic Sentence: Supervised games could help bullied students not to feel afraid.

Reasons: Students who are afraid hurt themselves. Suicide !

**Recommendation:** Supervised games are a safe place for everybody.

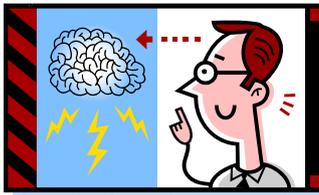
Reasons: Avoid loneliness, boredom and provide safety in the school environment.

**Transparencies for modelling the activity “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.” (1): Mind map.** (Teacher will give a copy of these mind mapping transparencies to students).

## How to Mind Map

1. Use just key words, or wherever possible images.
2. Start from the center of the page and work out.
3. Make the center a clear and strong visual image that depicts the general theme of the map.
4. Create sub-centers for sub-themes.
5. Put key words on lines. This reinforces structure of notes.
6. Print rather than write in script. It makes them more readable and memorable.  
Lower case is more visually distinctive (and better remembered) than upper case.
7. Use color to depict themes, associations and to make things stand out.
8. Anything that stands out on the page will stand out in your mind.
9. Think three-dimensionally.
10. Use arrows, icons or other visual aids to show links between different elements.
11. Don't get stuck in one area. If you dry up in one area go to another branch.
12. Put ideas down as they occur, wherever they fit. Don't judge or hold back.
13. Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map. (Break the 8x11 mentality.)
14. Be creative. Creativity aids memory.
15. Get involved. Have fun.

The information that appears above has been taken, verbatim, from the below website.  
The visual organization was created by M.Garcia.  
 <http://www.peterussell.com/MindMaps/HowTo.php>

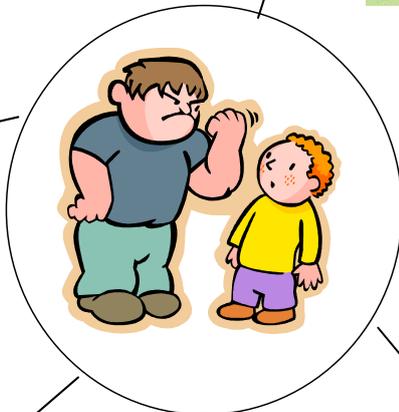


# Mind Map about bullying

They do not have the protection of the teacher, they are alone, time passes really slow for them.



lunch time



prey

People who have no friends, they are shy, they do not play, etc.



Suicide !



safe meeting point



Loners could meet other people like themselves, make friends, feel safe and feel like coming to school.

**Activity: “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying. Step 1: Fill out a graphic organizer with all your thoughts.” Instructions.**

First, with your group, using the strategy *Think pad Brainstorming*, think about possible solutions to prevent or solve bullying in school.

Second, list all your ideas in a graphic organizer, like the one the teacher shared with you during the ‘modeling time’. (See below – Topic Sentence & Supporting details/reasons Graphic Organizer).

Third, create a mind map with the information you have recorder on the graphic organizer.

Fourth, when finished, you will share your ideas with the rest of the class using the cooperative strategy *Gallery Tour*.

#### Think pad Brainstorming

1. Teacher announces a topic.
2. Each student quickly record as many ideas as possible on small slips of paper.
3. All ideas are collected and a category system may be devised to sort the ideas.

#### Gallery Tour

1. Students' products are displayed (often at their desks).
2. Students as individuals, pairs, or teams tour the room to view and/or discuss the products, in no specified order and with no limit on how much or little time is spent viewing each product.
3. A gallery tour might be followed by an opportunity for students as individuals or teams to write affirmative letters to those who created the projects.

**Topic Sentence & Supporting details/reasons Graphic organizer.**

**Students names:**.....

.....

**Position:** Create supervised games and rooms at lunch time for children to go to.

.....  
.....  
.....  
.....

**Topic Sentence and Supporting Details/Reasons 1:**

**Topic Sentence:** A sentence intended to express the main idea in a paragraph or passage.

EX. Identify who could be an easy “prey” for a bully – a LONER - .

**Reasons:** Details that tell you more about the Topic Sentence =main idea of the paragraph.

Ex. People who have no friends, they are shy, they do not play, etc.

Topic Sentence

.....  
.....

Supporting Details

.....  
.....  
.....  
.....

**Topic Sentence and Supporting Details/Reasons 2:**

**Topic Sentence:** Loners feel terribly during lunch time.

**Reasons:** They do not have the protection of the teacher, they are alone, time passes really slow for them.

Topic Sentence

.....  
.....

Supporting Details

.....  
.....  
.....

**Topic Sentence and Supporting Details/Reasons 3:**

**Topic Sentence:** Supervised games could be a safe meeting point.

**Reasons:** Loners could meet other people like themselves, make friends, feel safe and feel like coming to school.

Topic Sentence

.....  
.....

Supporting Details

.....  
.....  
.....  
.....

**Topic Sentence and Supporting Details/Reasons 4:**

**Topic Sentence:** Supervised games could help bullied students not to feel afraid.

**Reasons:** Students who are afraid hurt themselves. Suicide!

Topic Sentence

.....  
.....

Supporting Details

.....  
.....  
.....  
.....

**Recommendation:** Supervised games are a safe place for everybody.

.....  
.....

**Reasons:** Avoid loneliness, boredom and provide safety in the school environment.

.....  
.....  
.....

**Closing Story. Inspirational Quote.**



*Everybody has the right to be respected and the responsibility to respect others.*





## LESSON NUMBER: 16

➤ **TOPIC OF THE LESSON:**

Learn about Bullying (5) and persuasive writing (4).

➤ **CONTEXT:**

“ Write a persuasive letter to the principal”.  
(2)





**TOPIC OF THE LESSON:** Learn about Bullying (5) and persuasive writing (4).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a persuasive letter to the principal.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 16

.....

## **1. OBJECTIVES**

### **1.1. Content Objectives:**

- Same of previous lesson and also:
- Students will be able to reinforce their self-esteem by personally stating, and listening from their partners, some of the many good qualities they possess.
- Students will be able to develop a sense of belonging to a group by realizing they have things in common with the rest of their partners.

### **1.2. Language Objectives:**

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Brainstorm; Rotating Recorder; 1.3. Numbered Heads Together. 2. Modeling.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ Student Self-assessment:

☞ **Introductory Activity:** "Special Candy."

☞ **Cooperative Strategies:** Discussion

☞ **Description:** Teacher will make it interesting by:

- Inviting students to write, on a piece of paper with the shape of a candy, something their partners share about themselves. The procedure will be: (All class members will participate, even the teacher):
  - 1) Give each person several pieces of candy.
  - 2) Students will take turns, clockwise, to name one thing in their life that they think is special or some talent or ability that they possess.
  - 3) As each person says what they want to say, the other members of the group throw that person a piece of candy if that is not something that they have in common with that individual.
  - 4) When everybody has shared, students will go back to their seats and write, on several pieces of paper with the shape of a candy, one of the qualities of the partners in their group. (One paper with the shapes of two candies per student. See below).
  - 5) When finished, teacher will display all the candies around the room.
- When the activity is done students will discuss the reasons for saying good things about ourselves.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Using transparencies from previous lesson/s teacher will review:

1. Bullying.
2. Persuasive Essay.
3. Letter Components.

Teacher will include a new element: ‘Language’. Teacher will explain students about the type of language that should be used in order to make the composition alive. (See transparency below)

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson)

“At the end of this lesson, you will be able to think about one solution for avoiding or solving bullying in school. Moreover, you will be able to put forward an argument.”

☞ A.3. Why is this important?

(Same of previous lesson)

“This will help you to be prepared in case you: 1) meet a bully or somebody who is being bullied; 2) need to plead a case; 3) want to promote / sell goods and services; 4) feel like putting forward an argument”.

☞ A.4. What are the students going to do?

“Today, we are going to write a persuasive letter to the principal. As we did when we wrote the persuasive letter to a bully, today we will use the ideas you were gathering during the previous lesson to write the letter to the principal. You will also be reading an essay talking about this topic that you could use as a reference to create your own composition.” (See example below).

### ***B. Teacher will model the activities.***

First, teacher will invite students to tell him/her examples of: ‘Topic Sentence’ and ‘Supporting Details’.

Next, teacher will invite students to tell him/her examples of the elements that appear on the ‘Language’ chart. (See below). Teacher will emphasize that for an essay to be interesting it should used specific and ‘catching’ language.

### ***C. Students Practice.***

☞ **Activity:** “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.” (2)

☞ **Cooperative Strategies:** Brainstorming, Rotating Recorder

☞ **Description:** (See section A.4.)

- Teacher will invite students to work with a partner writing a letter to the principal.
- To write their paper, they will use the cooperative strategies Brainstorming and Rotating Recorder.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

(Same of previous lesson)

Review what bullying is: Bullying is when someone keeps doing or saying things to have power over another person.

Review what persuasive writing is: Persuasive writing is a type of writing where your main goal is to persuade or convince someone to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him or her a complaint that you have.

#### ***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

(Same of previous lesson)

Who could tell me one way you could help somebody who is being harassed? Who could tell me what some basic components of a letter are? Who could tell me what some basic components of a persuasive text are? Would this information that you have learned today be useful if you were again in a situation similar to the ones presented by the teacher?

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story. Inspirational Quote:

☞ Game:

*Animals / Names / Cities / Geography:*

Students will sit on top of their desk. Teacher will use a ball and will say the name of an animal / fish / insect. She/he will throw it to one of the students. The person who catches the ball would have to name another animal (no repeating) that started with the last letter of the last animal named. Example: Student 1 says: “Donkey”; Student 2 says: “Yellow fish”. This game could be played with names / cities or geographical regions.

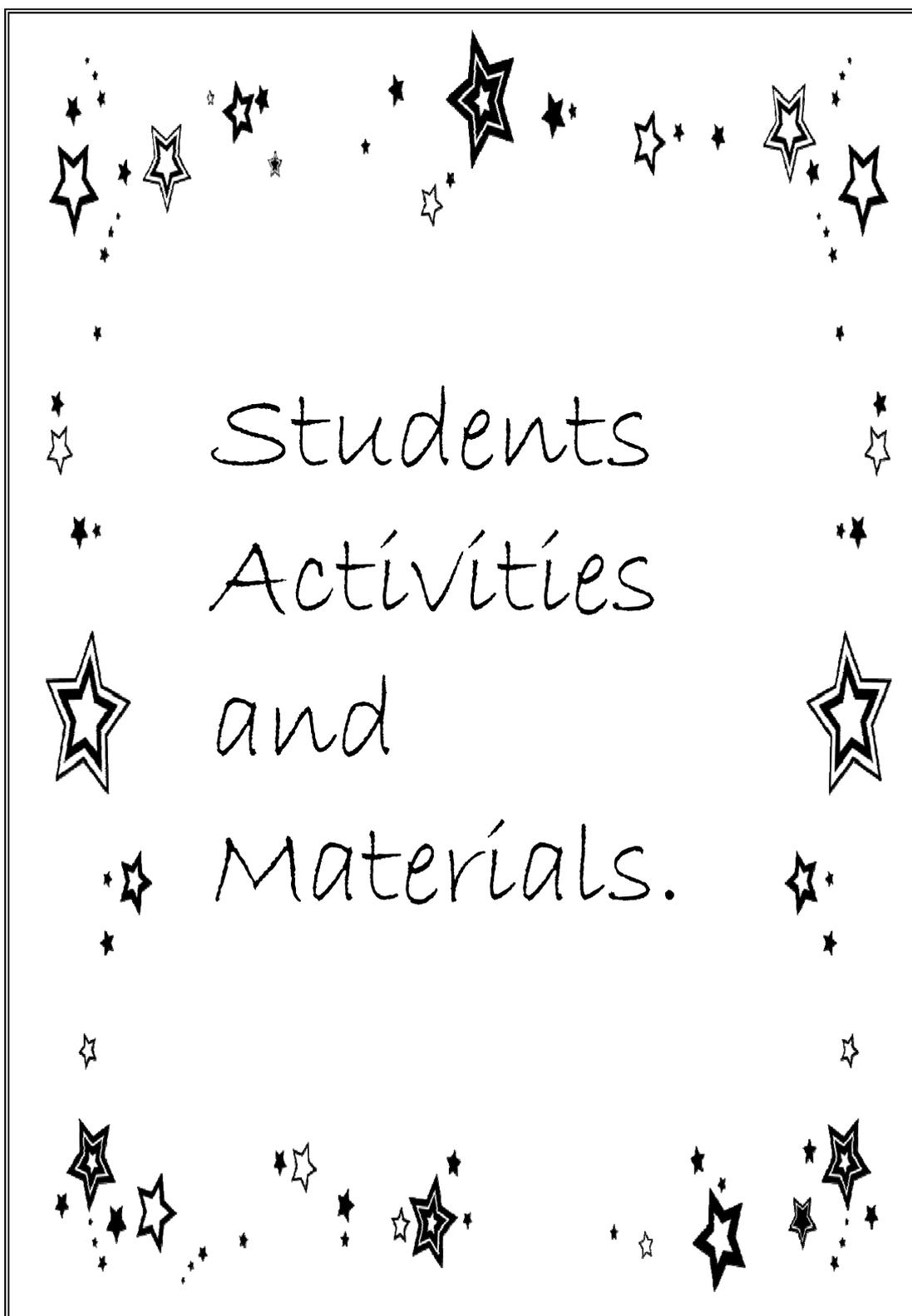
***Inform students of topic of next lesson.***

“In the next writing lesson we are going to work with the rest of the class to find out ways of improving the letter you have just written”.

.....

**4. Assessment:**

Same of previous lesson.



**Transparencies for modeling the activity “Write a persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.” (2): Letter from the teacher to the principal.**

Lincoln School  
3545 S. 61st Avenue  
Cicero, 60804, IL.

Dear principal,

I would like you to consider the implementation of the following idea to avoid or solve bullying in the school. I suggest that you create supervised games and rooms at lunch time for children to go to.

I believe these types of rooms could help some students not to be bullied by some individuals; they could be especially beneficial for loners. Loners are students who could be very shy and have no friends; they are constantly bullied because they are different. As a result, they do not want to be in school. Consequently, some of them do not do well in any subject area and even drop out school!!

The worst time for these children is the lunch hour. With nobody to play with or talk to, along with the fear of not having anybody to protect them from a bully, the time that is supposed to be fun can be hell for them.

Supervised games could be a safe meeting point. Loners could meet other people like themselves, make friends, feel safe and feel like coming to school. They could learn new skills; like how to play different games. This could help them to improve their self-esteem and feel like studying hard and developing to their full potential. We could even raise the level of perfect attendance if we

provide students with an environment that is comfortable and secure.

Supervised games could help bullied students not to feel afraid. Students who are afraid hurt themselves; some even commit suicide. This happens all over the world! This is a disgrace to every country! Our future is dying! I believe that if we start having supervised games during the lunch time it could be the beginning of a new school environment where bullying will never take place.

In conclusion, the implementation of supervised games and rooms could benefit us all. Loners, and other students who are being the victims of a bully, could feel not only safe but also increase their love for school. If we all enjoy going to school we will raise the level of perfect attendance and the whole school will do better in everything. We will be building a REAL LEARNING ENVIRONMENT!

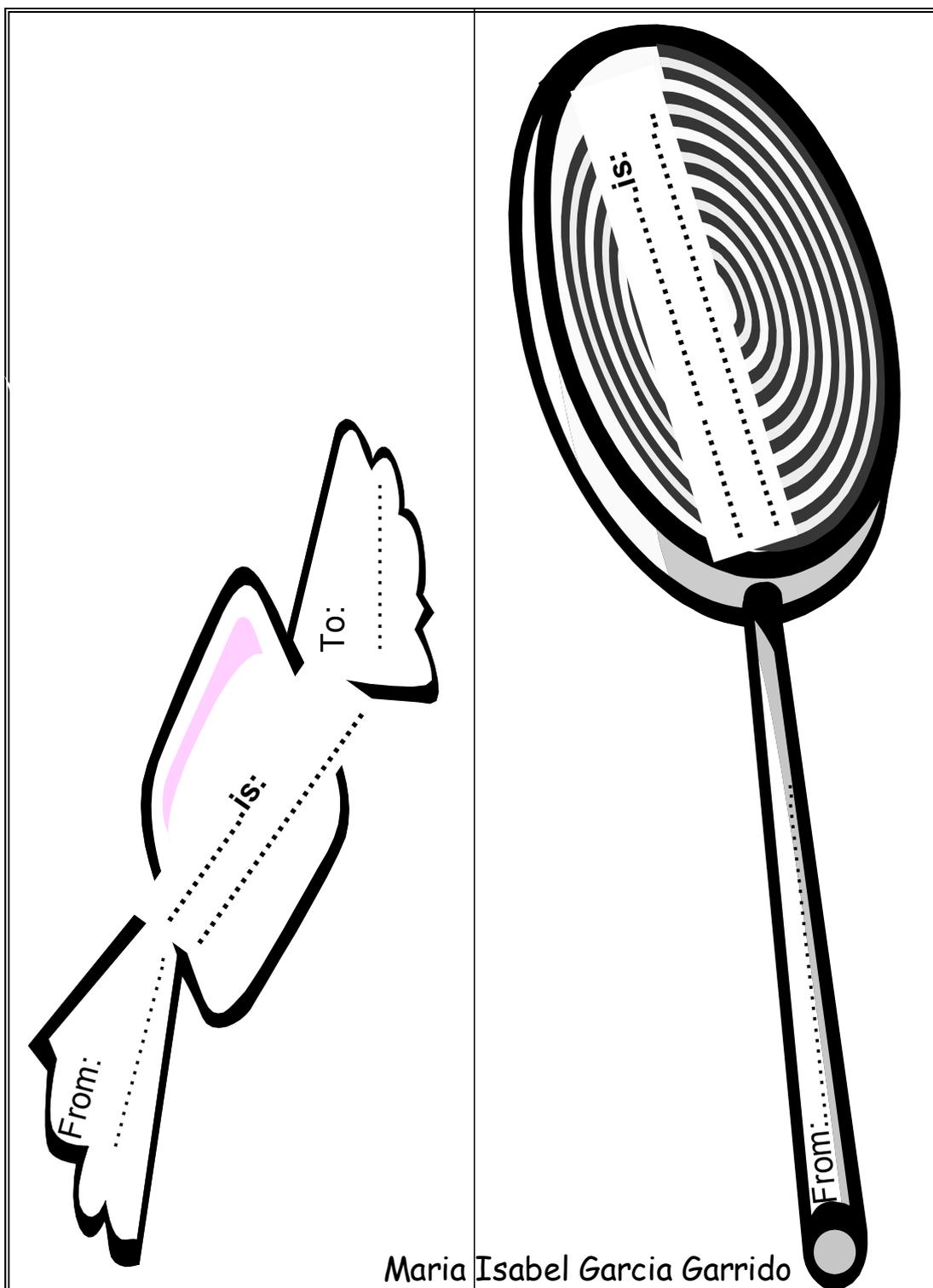
Sincerely,

Miss M.García

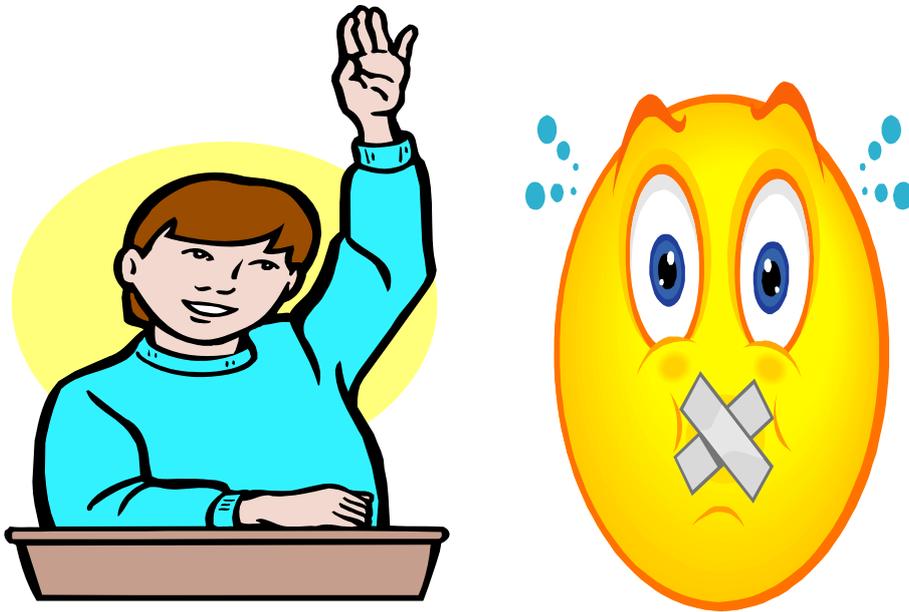
## Language.

Language		Y 	N 										
<p><b>1. Questions</b> Thought provoking questions are used which may be rhetorical (a question asked only for effect, not for information) <i>Ex. Would you give your pre-schooler matches to play with?</i></p>													
<p><b>2. Figurative Language:</b> Use of words out of their literal meaning to add beauty or force, eg. similes, metaphors, imagery.</p>													
<p>➤ <b>2.1. Similes:</b> A comparison of two unlike things using the word 'like' or 'as'. A is "like" or "as" B. <i>Ex. "Your eyes are like the sun" .</i></p>													
<p>➤ <b>2.2. Metaphor:</b> A comparison of two unlike things using the words "is, are, was, were". A "is, was" B or substitutes B for A. <i>Ex. "You are my sunshine" is a metaphor whereas "You are like the sun" is a simile.</i></p>													
<p>➤ <b>2.3. Imagery:</b> Involves the use of words related to one or more of your five senses (hearing, taste, touch, smell, sight). You can list the words in a table such as the following. <i>Ex. Her hair was fragrant, her skin soft, her voice soothing, her look magnificent and her meals spicy and salty; that was my mom, the best mom of the planet.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">loud</td> <td style="text-align: center;">crispy</td> <td style="text-align: center;">soft</td> <td style="text-align: center;">fragrant</td> <td style="text-align: center;">bright</td> </tr> </tbody> </table>							loud	crispy	soft	fragrant	bright		
													
loud	crispy	soft	fragrant	bright									
<p><b>3. Sound devices</b></p> <p>➤ <b>3.1. Alliteration:</b> repetition of the same first sound or the same first letter in a group of words. It is used for impact and effect. <i>Ex. Let's reduce, reuse, recycle!</i></p>													
<p>➤ <b>3.2. Onomatopoeia:</b> For animal sounds, words like <i>quack</i> (duck), <i>roar</i> (lion) and <i>meow</i> (cat) are typically used in English.</p>													
<p><b>4. Interjections</b> Short exclamations like Oh!, Um or Ah! <i>Ex. "Shall we go?" "Uh-huh."; Ouch! That hurts!; Hurray! I'm the winner!</i></p>													
<p><b>5. Conclusion</b> Concluding phrases are used: <i>Ex. 1) I would like to persuade you that...2) Therefore I think I have shown that...; 3) After considering the above points you must agree... 4) In summary... ;5)These arguments show that...; 6)Therefore it can be seen that...).</i></p>													

Activity. Special Candy





**Closing Story. Inspirational Quote.**

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life, but define yourself."

Harvey S. Firestone quotes. (American industrialist founder of the Firestone Tire & Rubber Co., 1868-1938).

Maria Isabel Garcia Garrido



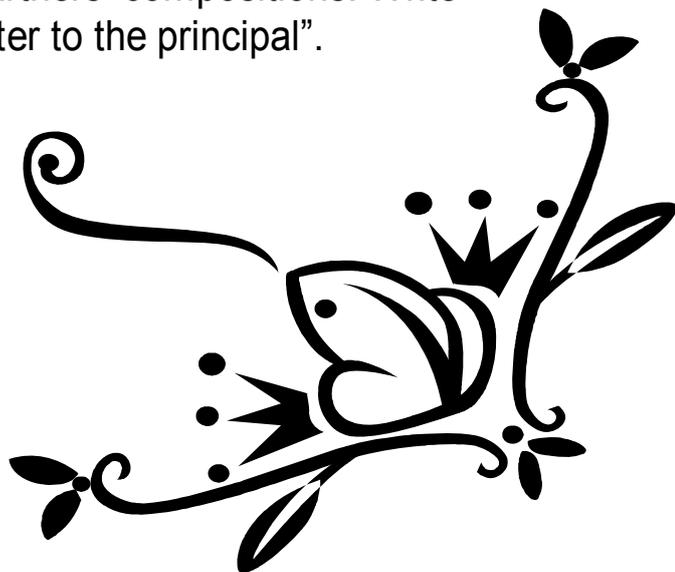
## LESSON NUMBER: 17

➤ **TOPIC OF THE LESSON:**

Learn about persuasive writing (5) and Editing.

➤ **CONTEXT:**

“Revise your partners’ compositions: Write a persuasive letter to the principal”.





**TOPIC OF THE LESSON:** Learn about persuasive writing (5) and Editing.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Revise your partners’ compositions: Write a persuasive letter to the principal.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Social Studies.

**LESSON NUMBER:** 17

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to understand they have to respect and love themselves.
- Students will be able to name the capitals of four countries (Egypt – Cairo; Venezuela – Caracas; Japan – Tokyo; Afghanistan – Kabul) along with a very important monument/place of interest in each one of those countries ( see list in section. 3.1. materials – pictures).

**1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. All around the world; 2. Modeling. 2. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies, maps (Asia, Africa, South America) pictures of important monuments/place of interest of those countries (1. The Great Sphinx of Giza. Egypt, Africa; 2. Casa del libertador. Simon Bolivar’s birthplace. Caracas, Venezuela; 3.The Blue Mosque. Mazari Sharif. Afghanistan; 4. Asakusa.Tokyo, Japan)

### 3.2. Introductory Set:

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ *Student Self-assessment:*

☞ *Introductory Activity:* "I am special (name tag)."

☞ *Cooperative Strategies:* Discussion

☞ *Description:* Teacher will make it interesting by:

- Inviting students to write, on an index card, several reasons for them to be special. The procedure will be: (All class members will participate, even the teacher):
  - 1) Give each person an index card.
  - 2) Students will write their own name in big letters and "is special because: ..." on top of the index card.
  - 3) Right under, they will write three positive attributes they have.
  - 4) Students will wear that sticker for at least one day.
- When the activity is done students will discuss the reasons for thinking and saying good things about ourselves.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

"Today we are going to learn about editing. When we are editing we are checking for the best ways to write something. We pay attention to word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication."

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about ways of improving your future compositions.”

☞ A.3. Why is this important?

“This will help you to be learn to write easily and to become the future J.K. Rowling, William Shakespeare, etc. of the future”.

☞ A.4. What are the students going to do?

“You will be revising and editing your partners composition from the previous lesson (see write a persuasive letter to a principal (2)). You will have to use all the information that we have learned about how to write a letter and what persuasive writing is. (Teacher will review those concepts using the Components of a Letter and Persuasive Writing transparencies from previous lessons. Teacher will give each student a copy of those pages).”

***B. Teacher will model the activities.***

First, using transparencies from previous lesson/s teacher will review:

- 1) Components of a letter.
- 2) Persuasive Essay. (Definition, components, language).

Next, teacher will show students (using the overhead) one of the essays that a pair of students wrote about this topic. Teacher will model how to revise / edit that paper. Teacher will EMPASIZE that students are not to feel bad about their papers not being perfect, that we are just learning how to do this type of compositions and “practice makes perfect”. Moreover, teacher will advise students not to make negative comments about other students’ papers. The objective of the activity will be to learn from other mistakes and to learn how to improve their own compositions.

***C. Students Practice.***

☞ **Activity:** “Revise your partners’ compositions: Persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.”

☞ **Cooperative Strategies:** All around the world

☞ **Description:**

- Teacher will invite students to work with different partners revising / editing the essay they wrote during the previous lesson. (Write a letter to the principal).

- 1) Students will fill out an “All around the world” sheet with the names of the students that are going to be revising their essays. (See students’ instructions for a detailed explanation).
- 2) Teacher will set the timer for 5 minutes. During that time, students will move around the room looking for 4 different pairs of students who will be revising / editing their essays.
- 3) Teacher will tell students they will be meeting 4 times with 4 different pairs. They will be revising each others’ essay for 5 minutes each time. Teacher will use music as a way to tell students their revising / editing time is up.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

First, using transparencies from previous lesson/s teacher will review: 1) Components of a letter; 2) Persuasive Essay. (Definition, components, language).

Second, review what editing/revising is: “When we are editing / revising a document we pay special attention to: spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense and word usage.

#### ***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me what persuasive writing is? Who could tell me what some of the elements we have to pay attention to when we are editing / revising a text are?

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story. Inspirational Quote

☞ Game:

*Baby, if you love me, smile*

Players form a circle with one player in the middle (it). The middle person must approach players in the circle and ask, "Honey, do you love me?" The person being questioned must answer, "Honey, I love you but I just can't smile." If s/he does smile or laugh, s/he becomes "it" and the previous middle person joins the circle. The person who is "it" is not allowed to touch other players but may make as many funny faces as s/he wishes.

OR

### *Quaker Meeting*

One person is "It". The others all must all sit down and be the audience. It says "Quaker Meeting has begun no more laughing, no more fun. If you dare to crack a smile, you may have to walk a mile." Then It makes funny faces, or sounds, or tells jokes or does anything except touch a member of the audience, to get someone to laugh. The first person to laugh is at the mercy of It. It can decide some horrible or embarrassing punishment (like walking a mile) for the laugher. After the laugher has completed the punishment, s/he is the next It. One variation - all players can decide if they want to set a time limit for It to make them laugh. If It does not get someone to laugh within the allotted time frame, then the audience can decide on a punishment for It. The next It is then chosen by a picking game (eenie meenie, etc).

### ***Inform students of topic of next lesson.***

"In the next writing lesson you are going to begin gathering information to write an expository (descriptive) essay titled: "I am special".

.....

## **4. Assessment:**

### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

#### ❖ ***Bloom's Taxonomy:***

##### ➤ 1. Knowledge

- ✓ 1. Can you name the capital of Afghanistan (Kabul); the capital of Egypt (Cairo); the capital of Japan (Tokyo); the capital of Venezuela (Caracas)?
- ✓ 2. Can you name something that you have to pay attention when you are editing / revising your partners' compositions?

##### ➤ 2. Comprehension

- ✓ 1. Can you describe, using your own words, what we mean by editing?
- ✓ 2. Can you explain why we would want to review and edit our texts? What are the advantages of reviewing or editing your texts? What about checking the one of your partners; do you think it could help you in any aspect?

- ✓ 3. Can you provide an example of something you have edited in your own text or the one of your partners?
- ✓ 4. Can you tell what could be the benefits of learning how to edit your partners' essays? Do you think editing/revising others' compositions is going to help you to write better?
- ✓ 5. Can you explain why it is important that we always say nice things to those around us?

➤ 4. Application

- ✓ 1. With what you have learned about editing could you create a list of signs that you would use to revise your own documents?

➤ 5. Analysis

- ✓ 1. If you were going to create a commercial about the benefits of editing essays, what would you say?

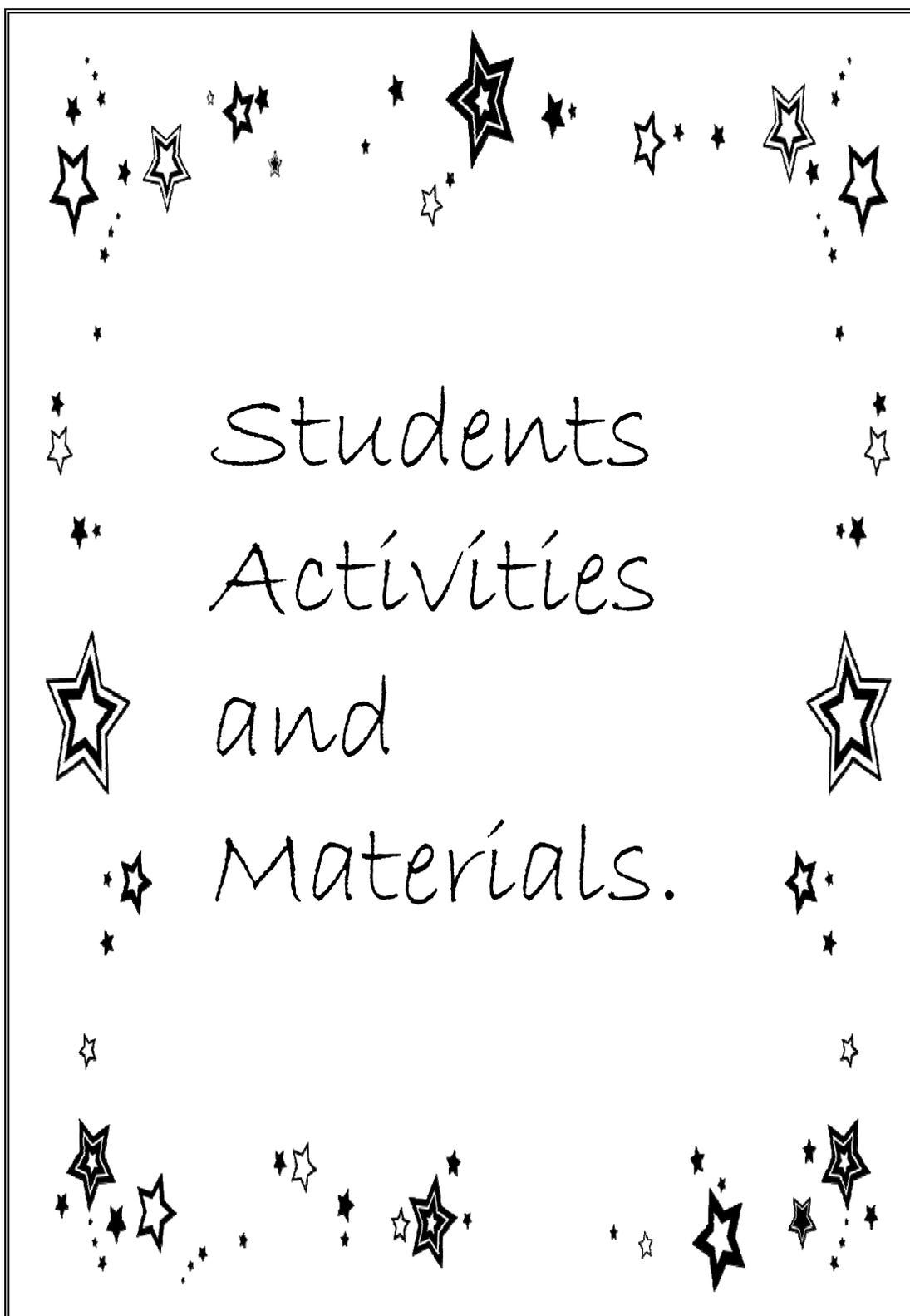
➤ 6. Evaluation

- ✓ 1. Do you think editing every single piece of writing that you may produce is always good?
- ✓ 2. Do you think everybody is special? Explain why.
- ✓ 3. Do you think life in all those places, where you have met with your partners, is the same?
- ✓ 4. Do you think life is the same in all the countries that are in a same continent?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.



**Activity: “Revise your partners’ compositions: Persuasive letter to the principal to convince him/her to implement your idea to stop or avoid bullying.”**

1. Read, with your partner, the essay you wrote during the previous lesson.  
2. Next, you will revise / edit some of your partner’s essays using the cooperative strategy: *All around the world*: This is how you will use this strategy:

- I. Each pair of students will get an “All around the world” sheet. (One sheet per pair of students.).
- II. When teacher invites you to do so, you will move around the room and will fill out the dotted lines with the names of the pair of students you are going to meet with (only one pair of students at a time) in each country.
- III. No repetitions are allowed. Example. If you meet with your partners Mathew and Kathy in Kabul, Afghanistan, you can not meet with them in Cairo, Egypt.
- IV. Give a number to each of the meetings. Ex. Egypt = 1; Kabul = 2; Tokyo = 3; Caracas = 4.

2. Once you have your “All Around the World” sheet filled out you will start the activity.

- I. You will meet 4 times. Each of your meetings will last 5 minutes.
- II. The teacher will announce: “Go to meeting number .....”.
- III. Teacher will display the pictures of these countries in 4 different corners of the room. When the teacher says meet go to meeting number ..... you will stand up and will work with your partners in that country (location of the room).
- IV. During your meeting time, you will trade papers with your partners. Example: If you are meeting with Alberto and Sonia in Tokyo, Japan, you will give them your composition and they will give you theirs. During those 5 minutes, you have to read their composition and make suggestions as to how to improve it.
- V. You will repeat this process during the four times that you will meet with your partners.

3. Remember that no negative comments are allowed. Always smile when you are talking with a partner. Express your appreciation when somebody writes a good comment about you. Example: say: “Thank you” and “You are welcome”

4. The teacher will use music to tell you it is time for you to attend your next meeting.

All Around the World. Student's sheet and Classroom Posters (for corners).

**ALL AROUND THE WORLD (1)**



Meeting in Caracas, Venezuela, with.....

Meeting in Tokyo, Japan, with.....

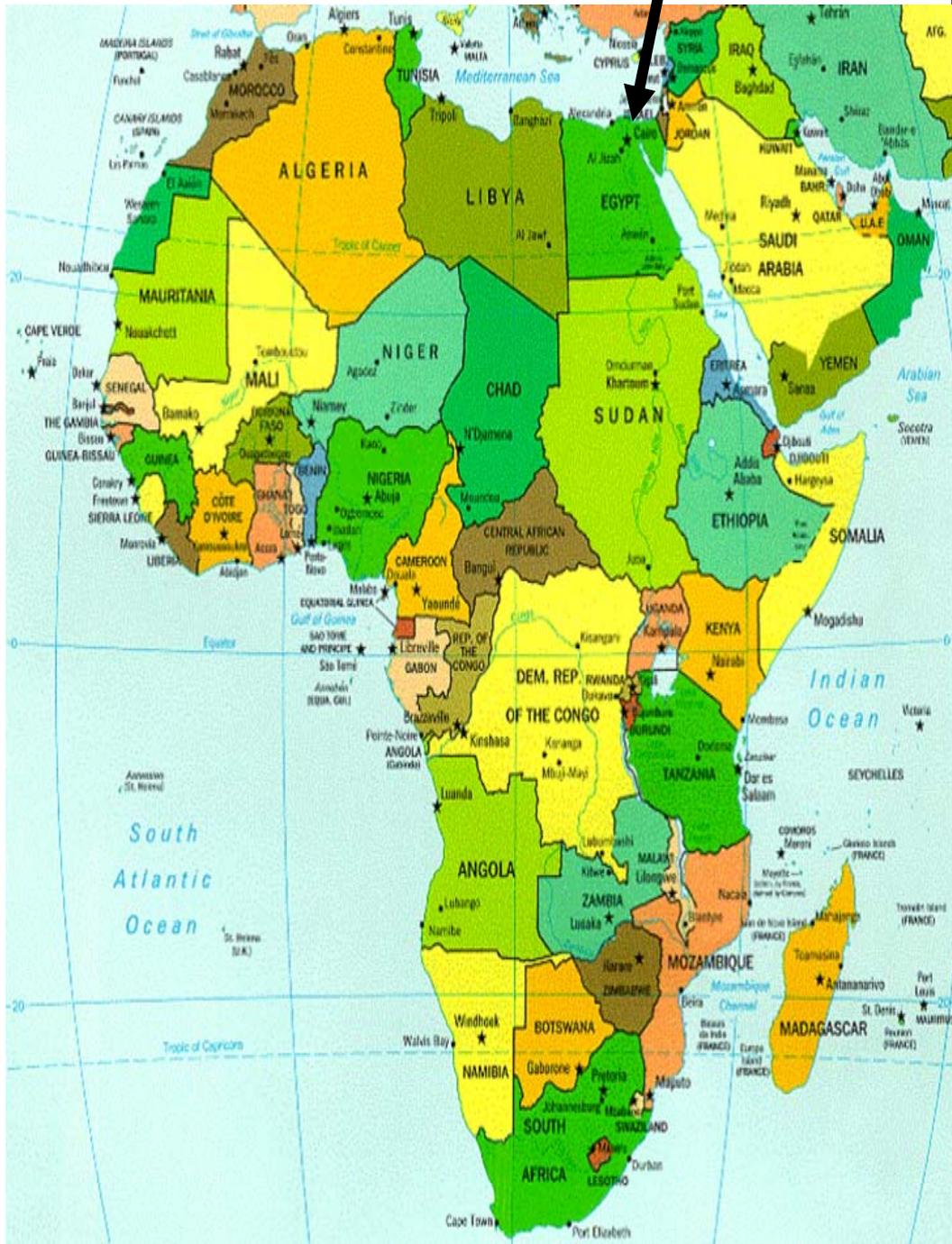


Meeting in Cairo, Egypt, with.....

Meeting in Kabul, Afghanistan, with.....

**Maria Isabel Garcia Garrido**

**MEETING IN AFRICA. CAIRO. EGYPT.**



Maria Isabel Garcia Garrido

# MEETING IN AFRICA. CAIRO. EGYPT

## THE GREAT SPHINX OF GIZA

The **Great Sphinx of Giza** is a statue of a reclining lion with a human head that stands on the Giza Plateau on the west bank of the Nile, near modern-day Cairo, in Egypt. It is the largest monolith statue in the world, standing 73.5 m (241 ft) long, 6 m (20 ft) wide, and 20 m (65 ft) high. It is the oldest known monumental sculpture, and is commonly believed to have been built by ancient Egyptians in the third millennium BC



*Maria Isabel Garcia Garrido*

# MEETING IN SOUTH AMERICA. CARACAS. VENEZUELA.

South America

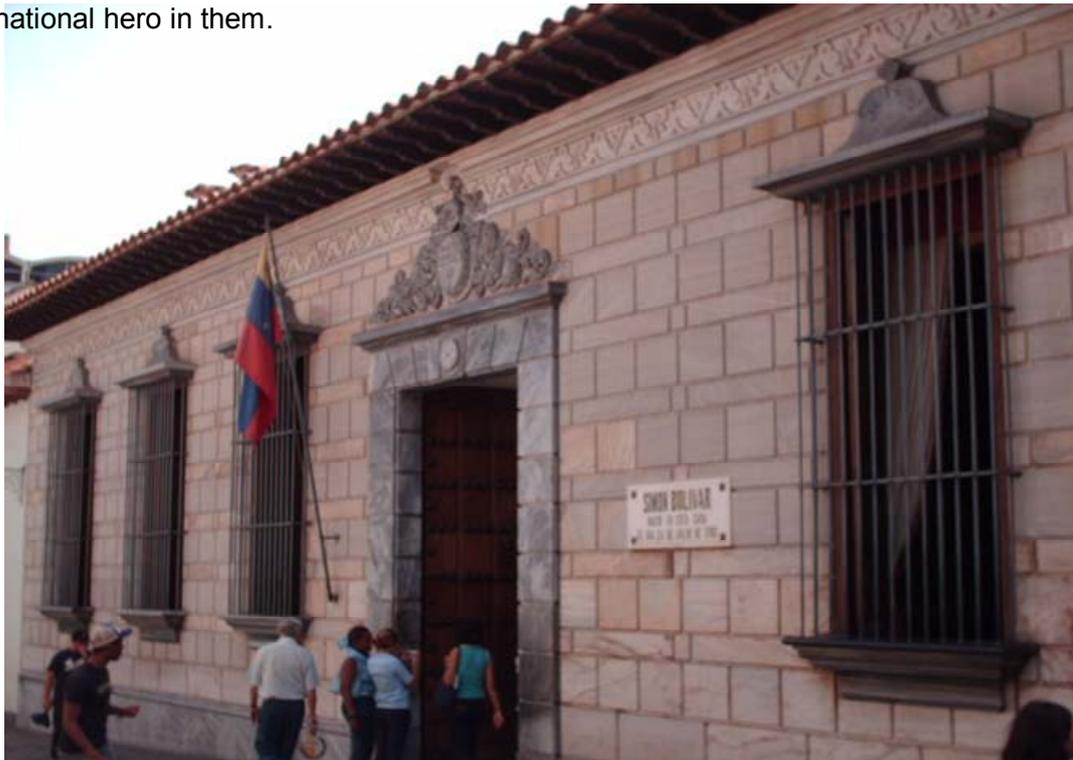


Maria Isabel Garcia Garrido

# MEETING IN SOUTH AMERICA. CARACAS. VENEZUELA.

## **CASA DEL LIBERTADOR. Simon Bolivar's Birthplace.**

Simon Bolivar (1783 – 1830) was one of the most important leaders of Spanish America's successful struggle for independence against Spain. Following the triumph over the Spanish Monarchy, Bolívar participated in the foundation of Gran Colombia, a nation formed from several liberated Spanish colonies. He was President of Gran Colombia from 1821 to 1830. Bolívar is credited with contributing decisively to the independence of the present-day countries of Venezuela, Colombia, Ecuador, Panama, Peru, and Bolivia and is revered as a national hero in them.



*Maria Isabel Garcia Garrido*

**MEETING IN ASIA. KABUL. AFGHANISTAN.**



Maria Isabel Garcia Garrido

# MEETING IN ASIA. KABUL. AFGHANISTAN. Then visiting the city of **Mazari Sharif** (North West of Kabul).

## **THE BLUE MOSQUE**

The **Shrine of Hazrat Ali**, also known as the **Blue Mosque**, is a mosque in Mazari Sharif, Afghanistan. It is one of the reputed burial places of Ali (the cousin and son-in-law of the Islamic prophet Muhammad). It is the building which gives the city in which it is located, Mazari Sharif (meaning "Tomb of the Exalted") its name.



*Maria Isabel Garcia Garrido*

**MEETING IN ASIA. TOKYO. JAPAN.**



Maria Isabel Garcia Garrido

# MEETING IN ASIA. TOKYO. JAPAN

**ASAKUSA** is the center of Tokyo's old downtown and is the thriving home to many temples. The area's shops with their charming Edo facades and the hustle and bustle of the spirited local residents has made Asakusa one of Tokyo's leading tourist attractions for many years.



*Maria Isabel Garcia Garrido*

**Closing Story. Inspirational Quote.**



“Not brute force but  
only persuasion and  
faith are the kings of  
this world.”

**Thomas Carlyle (Scottish Historian and Essayist,  
leading figure in the Victorian era. 1795-1881)**

*Maria Isabel Garcia Garrido*





## LESSON NUMBER: 18

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing (1).

➤ **CONTEXT:**

“ Write an expository essay titled: I am SPECIAL.” (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing (1).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: I am SPECIAL.” (1)

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Social Studies; Socio Emotional Development; Social Studies.

**LESSON NUMBER:** 18

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to name the capitals of four countries (South Africa – Pretoria; India – New Delhi; China – Pekin or Beijin; Mexico – Mexico City) along with a very important monument/place of interest in each one of those countries ( see list in section. 3.1. materials – pictures).

**SOCIO EMOTIONAL DEVELOPMENT**

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

B: Recognize individual and group similarities and differences.

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others.

Also: Develop a positive self-image.

**1.2. Language Objectives:**

**LANGUAGE ARTS**

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

- Students will be able to list, verbally and in written form, the main elements that have to be present while describing a person’s character/personality.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. All around the world; 2. Modeling. 2. Independent practice.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, five boxes (we recommend shoe boxes), 5 mirrors, maps (Africa, Asia, North America) pictures of important monuments/place of interest of the world (1. Cullinan Diamond Mines. South Africa – Pretoria; 2. Taj Mahal. India – Agra; 3. The Forbidden City. China – Pekin or Beijing; 4. Xochimilco. Mexico – Mexico City).

### 3.2. Introductory Set:

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ **Review Questions:** What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** "Magic Box."

☞ **Cooperative Strategies:** Modeling, Discussion

☞ **Description:** Teacher will make it interesting by:

- Inviting students to look into a magic box.
  - 1) Teacher will construct 5 "magic boxes" (one magic box per group) which can be any kind of box with a mirror placed to reflect the face of anyone who looks inside.
  - 2) Teacher will begin the activity by asking the group: "Who do you think is the most special person in the whole world?"
  - 3) Teacher will give students 1 minute to think about someone who they think is the most special person in the world. They will have to write the name of that person and write 1 reason to support their decision.
  - 4) Teacher will model the activity and will write something like: "I think the most special person of the world is Mother Theresa of Calcutta. My reason for choosing her is that she always helped those who were in need."
  - 5) After allowing the students to individually write their own answers, teacher will say: "I have a magic box with me today,

and each of you will have a chance to look inside and discover the most important person in the world."

- 6) Teacher will tell students they are going to have an opportunity to see inside of the box but they cannot tell anybody who they see until everybody had a chance to look inside of the box.
- 7) After all the students have had their turns, ask the group who the most special person was. After each student has had an opportunity to say "me," explain that the box is valuable because it shows that each of them is special.
- 8) Teacher may lead students into a discussion by asking questions of the following type: 1) How does it feel to see that you are the special person? 2) How is it possible for everyone to be the special one? 3) Why can we say we are unique? A discussion about each individual's uniqueness may ensue.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

#### *☞* A.1. Definition of the terms to be learned:

"Today we are going to learn about expository writing. A description is a type of expository writing. (Teacher will use transparencies to explain this topic. See below). Nevertheless, you also need to know that DESCRIPTION is used in any type of writing (Narrative, Expository and Persuasive). Accurate descriptions help the reader to see what the author is thinking about. We can describe many things: people, places, events, animals, etc. Today we are going to start learning about how to describe people. During today's lesson we will focus on how to describe a person's character/personality. We are also going to learn about ways we can organize information using graphic organizers. "

#### *☞* A.2. What would the students be able to do at the end of the lesson?

"At the end of this lesson, you will be able to start thinking about ways to describe not only all the great qualities that you have and make you a very special person but also the ones of those people that are important in your life."

#### *☞* A.3. Why is this important?

“This will help you to create a vivid impression of a person, place, object or event. This will allow you to: describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat in your report.”

☞ A.4. What are the students going to do?

“You will be meeting with different friends, using the cooperative strategy “All Around the World”, to fill out a graphic organizer with some of the qualities/attributes/actions, etc, that make you a very special human being. You will use, all that information, to write an expository essay. Today, you will think only about the information that defines your character / personality. You can use the pages titled: “Describing a person. Character. (1 – 6)”.

**B. Teacher will model the activities.**

First, using the overhead projector, teacher will tell students about a type of Expository Writing: Descriptive Writing. (See transparencies). Teacher will tell students that, when describing a person, we should include data about his/her look/appearance and also about his/her character. For today’s lesson, teacher will talk about some ways of defining somebody’s character/personality using several transparencies (See: “Describing a person. Character. (1 – 6)”). Students will be able to use that information (teacher will give each student a copy of those six pages) to work with their partners.

Next, teacher will show students (using the overhead) how to fill out the graphic organizer. The graphic organizer is going to be a spider web. Teacher will demonstrate how to fill it out with positive comments. (Teacher will use different markers to create a more vivid impression).

- The left side is going to be filled out by the positive thoughts students have about their partners. The right side is going to be filled out by the positive thoughts each student has about himself/herself. On the lines of the left side, teacher will write things like: “You are very outgoing -- (teacher will invite students to define the meaning of “outgoing”. Teacher could say something like: “You love to have friends and you talk to everybody”; “You are very smart (again, teacher will question students about the implications of being “smart”. Teacher will ask questions like: “What do we mean by smart? When do we say somebody is smart? What is being smart for you? Do you consider yourself smart?”
- On the lines of the right side, teacher will write things like: “I am very honest; I always tell the truth even when I know that may mean I will get in trouble. I am everything but sadistic; I can’t see anybody suffering, etc”.

**C. Students Practice.**

☞ **Activity:** “Write an expository essay titled: *I am special*”.(Part 1. Fill out the graphic organizer. Day 1. Information about somebody’s character/personality).

☞ **Cooperative Strategies:** All around the world

☞ **Description:** (For more details see section A.4 and students directions)

- 1) Teacher will give each of the students a spider web.
- 2) Students will have to write their name on it.
- 3) Teacher will tell students they have to be meeting with different partners (they have to check their “All around the world” sheet) to fill out the lines.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing someone? Who could tell me why it is important that writing is focused and concentrates only on the aspects that add something to the main purpose of the description?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Self-image. (See visual)

☞ Inspirational Quote: Self-Image (See visual)

☞ Game:

*Catch Don't Catch (circle/active)*

This is similar to "flinch". The players should be standing in a circle with their arms crossed. The person in the centre will throw the ball to someone in the circle. They will either say, "Catch" or "Don't Catch". If they say "Catch", the player should not catch the ball and cannot flinch (move their arms). If they say "Don't Catch" , the player should catch the ball. If a player does the wrong thing or misses the ball, they are out.

*Note:* Normally, we include only one element as a ‘closing factor’. However, due to the crucial importance of self-esteem, we have decided to include an interesting fact along with an inspirational quote in order to offer a deeper explanation of the term ‘Self-Image’.

***Inform students of topic of next lesson.***

“In the next writing lesson you are going to work with your partners filling out another graphic organizer. In that second graphic organizer, you will record the information pertaining to your look / appearance. You will save it to use it when you write your essay titled “I am Special”.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name the capital of South Africa (Pretoria); the capital of India (New Delhi); the capital of Mexico (Mexico City or Mexico D.F.); can you name the capital of China (it is called Beijing or Pekin)?
- ✓ 2. Can you name one of the elements that are present when we describe someone’s character/personality?

➤ 2. Comprehension

- ✓ 1. Can you explain, using your own words, what we mean by “character/personality”?
- ✓ 2. Can you explain why we would want to give specific and unique details while describing a person, a place, a thing, etc.? What are the advantages of using the right adjectives and adverbs?

➤ 3. Application

- ✓ 1. With what you have learned about describing, could you create an outline with things to talk about while describing someone?

➤ 4. Analysis

- ✓ 1. What are the main similarities and differences you find among all the elements that have to be included while describing someone’s character/personality?

- ✓ 2. What are the main differences/similarities you find among all these important monuments/places of the countries we 'visited' during this lesson?
- ✓ 3. Who do you think feels like studying or working harder: a) someone with a good self-image; b) somebody who is never happy/content with the way he/she looks? (solution: a)

➤ 5. Synthesis

- ✓ 1. Could you create your own song/drawing/chart/etc, that would help you remember all the elements that have to be present while describing a person's character/personality?

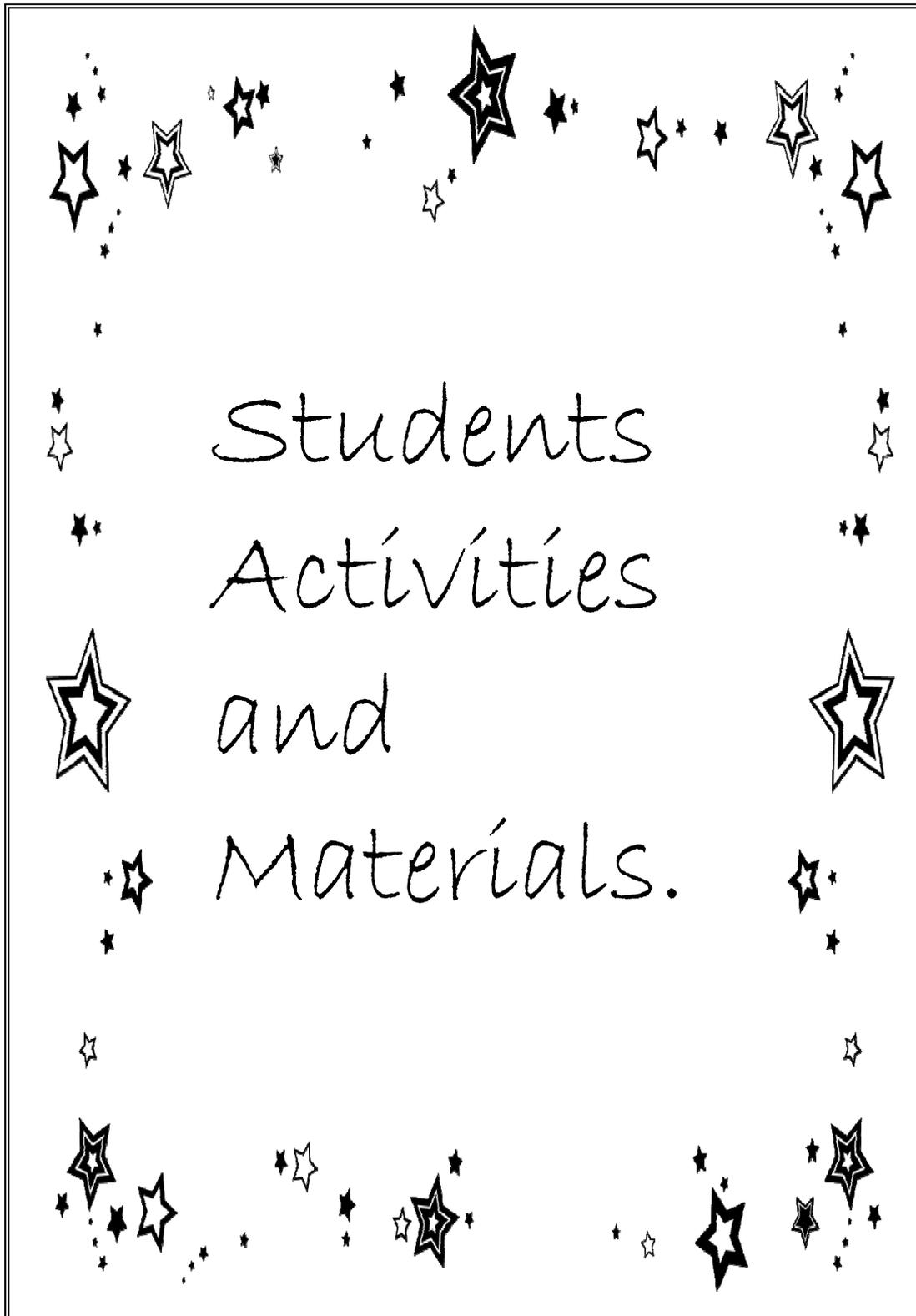
➤ 6. Evaluation

- ✓ 1. Do you think we have to include as many details as possible every time we write something or is there a particular time when it is better not to add many descriptive words?
- ✓ 2. Why do you think having a positive body image will help you to do better in school?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Activity: “Write an expository essay titled: I am special”. (Part 1. Fill out the graphic organizer. Day 1. Information about somebody’s character/personality) .**

1. You will be working with your partners using the strategy *All Around the World*. This is how you will use this strategy:

- I. Each student will get an “All around the world” sheet. (One sheet per student. Today you will work on your own).
- II. When teacher invites you to do so, you will move around the room and will fill out the dotted lines with the name of one partner you are going to meet with (only one partner at a time) in each country.
- III. No repetitions are allowed. Example. If you meet with your partner Mathew in New Delhi, India, you can not meet with him in Beijin or Pekin, China.
- IV. Number each of your meeting places.

2. Once you have your “All Around the World” sheet filled out you will start the activity.

- I. Each student will get a checklist titled: “Describing a person. Character (1 – 6)”
- II. Each student will get a spider web. Write your name on top.
- III. The spider web is divided in two sections: “What do my partners think about me? (left side) and What do I think about myself? (right side)”
- IV. First, you will be moving around the room and meeting with different people in different places (check your all around the world sheet) to fill out the left side. There are 4 different numbers in this section. Those numbers indicate the places where your partners will be writing according to the order you are meeting with them. Example: Imagine the first person you meet with is your friend Sandra. You meet with her in Pretoria, South Africa. Right there, you will trade papers and you will write something about her that you think makes her special. Like for example: “You are very smart. You are awesome with math.” She will also write something about you that she thinks makes you a special person. Since she is the first person you are meeting with, she will write something about you all along line number 1 of your spider web. You will also do the same for her.
- V. You will repeat this process during the four times that you will meet with your partners.
- VI. Each of your meetings will last 2/3 minutes.
- VII. The teacher will announce: “Go to meeting number .....”.
- VIII. Teacher will display the pictures of these countries in 4 different corners of the room. When the teacher says meet with your partner in ..... you will stand up and will work with your partner in that country (location of the room).
- IX. Teacher will use music to let you know when your time is up.
- X. When the left side of your paper is completely filled up you will, independently, fill out the right side. You have to think about the things that make you THE TRULY SPECIAL INDIVIDUAL THAT YOU ARE.

3. Remember that no negative comments are allowed. Always smile when you are talking with a partner. Express your appreciation when somebody writes a good comment about you. Example: say: “Thank you” and “You are welcome”

4. The teacher will use music to tell you it is time for you to attend your next meeting.

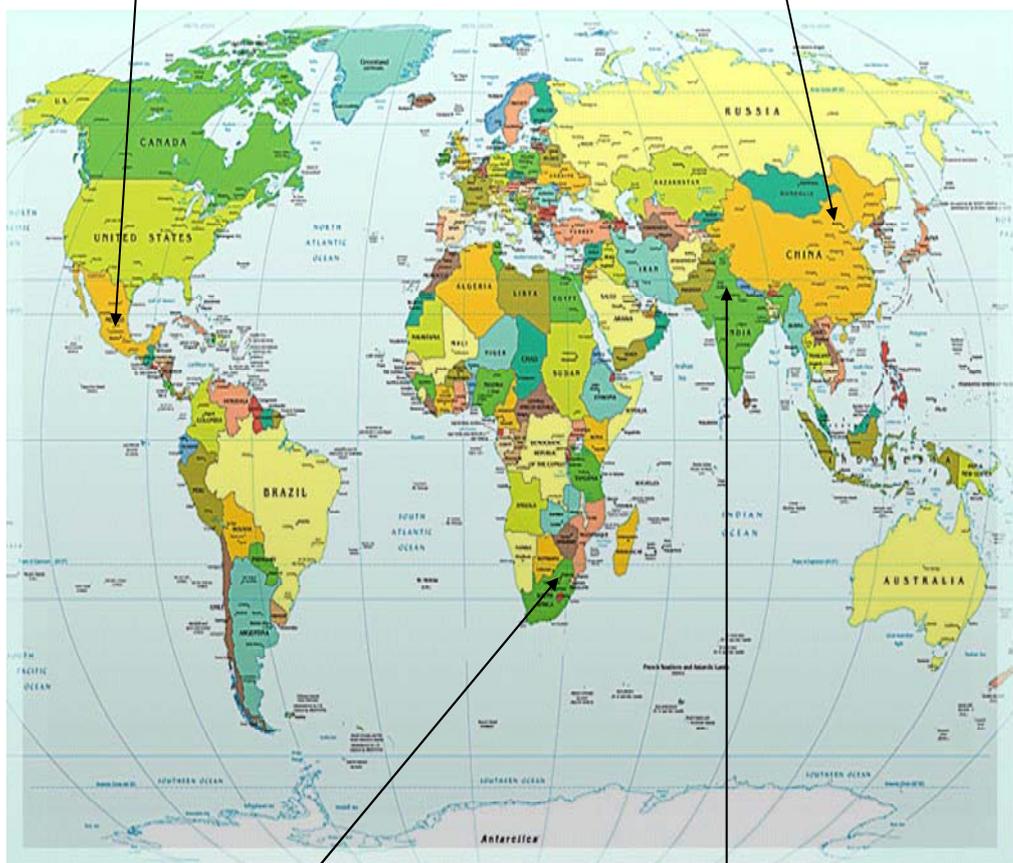
All Around the World. Student's sheet and Classroom Posters (for corners).

**ALL AROUND THE WORLD (2)**



Meeting in Mexico City, Mexico, with.....

Meeting in Pekin or Beijin, China, with.....



Meeting in Pretoria, South Africa, with.....

Meeting in New Delhi, India, with.....

**Maria Isabel Garcia Garrido**



# MEETING IN NORTH AMERICA MEXICO CITY. MEXICO.

## THE FLOATING GARDENS OF XOCHIMILCO

In the southern neighborhood of Xochimilco are more than 80km (50 miles) of canals known as the "Floating Gardens." They consist of two main parts. The first is the tourism-oriented area in the historic center of town, where colorful boats called *trajineras* take loads of tourists (some of them picnicking along the way) through a portion of the canals. Lively music, some of it provided by mariachi and trio musicians for hire who board the gondolas, is a staple.



Maria Isabel Garcia Garrido

# MEETING IN ASIA. BEIJING. CHINA.



Maria Isabel Garcia Garrido

# MEETING IN ASIA. BEIJIN OR PEKIN. CHINA.

## THE FORBIDDEN CITY

Lying at the center of Beijing, the Forbidden City, called Gu Gong in Chinese, was the imperial palace during the Ming and Qing dynasties. Now known as the Palace Museum, it is to the north of Tiananmen Square. Rectangular in shape, it is the world's largest palace complex and covers 74 hectares.



*Maria Isabel Garcia Garrido*

# MEETING IN ASIA. NEW DELHI. INDIA.

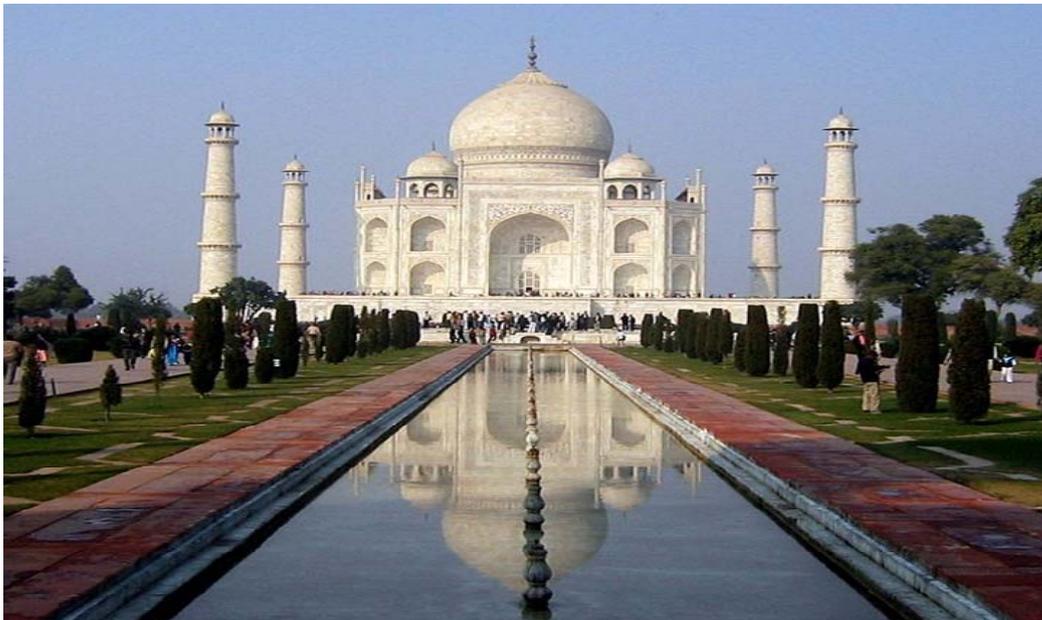


Maria Isabel Garcia Garrido

# MEETING IN ASIA. NEW DELHI. INDIA. Then visiting the city of **AGRA** (south of New Delhi).

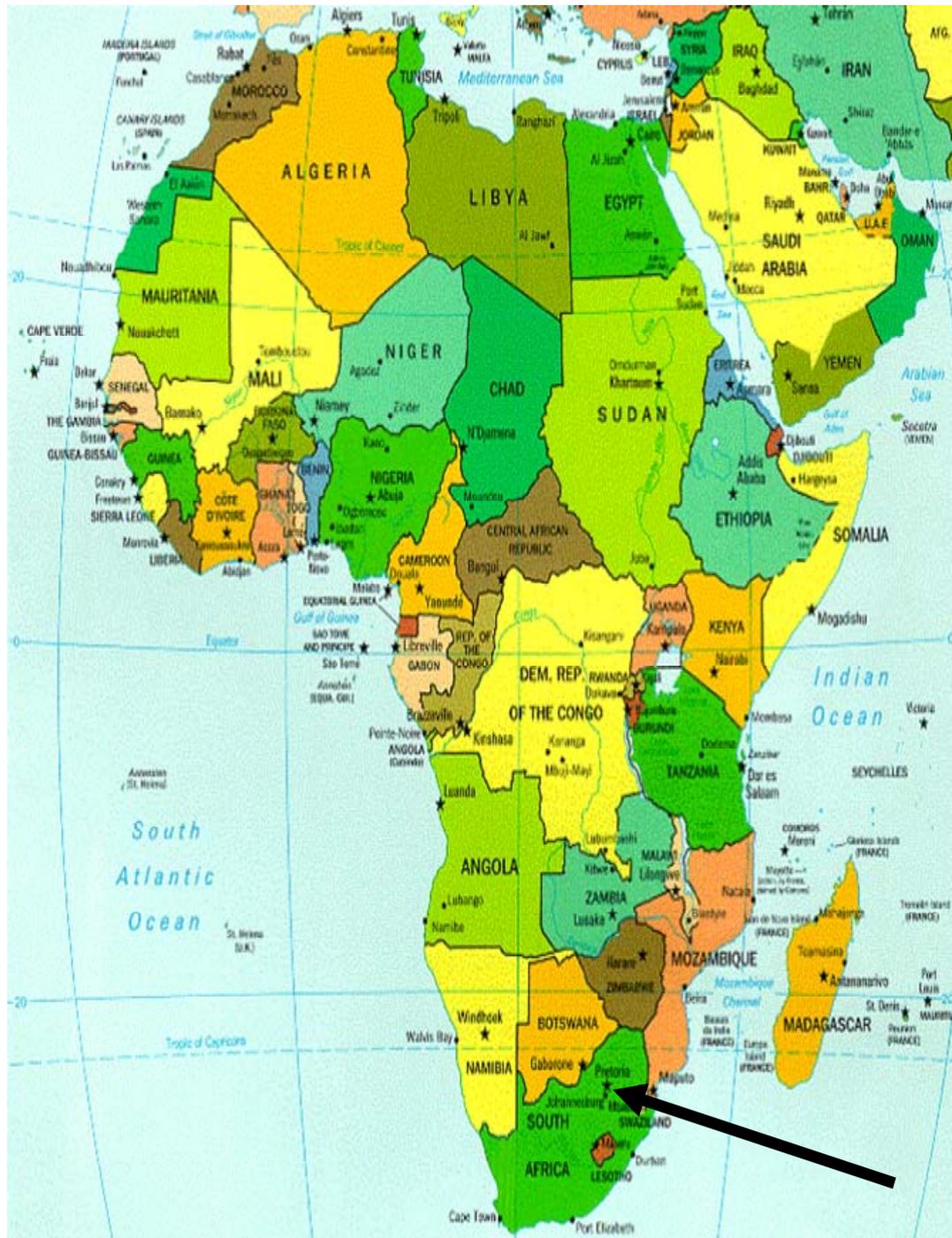
The history of the **TAJ MAHAL**, in the city of Agra (India), is one of the great love stories of the world.

The Mughal Emperor Shah Jahan ruled from 1628 to 1658 and was married to Arjumand Bano Begum in 1612 A.D. He called his wife Mumtaz Mahal or Crown of the Palace, because she was so precious to him. Mumtaz Mahal and Shah Jahan had 14 children and the queen accompanied Shah Jahan everywhere, even on military campaigns. It was on one of these campaigns, in Burhanpur in central India, that Mumtaz Mahal died in 1631, shortly after giving birth to her 14th child. Her dying wish to Shah Jahan was that he should "build a tomb in her memory such as the world had never seen before." The history of the Taj Mahal begins with Mumtaz Mahal's tragic end.



*Maria Isabel Garcia Garrido*

# MEETING IN AFRICA. PRETORIA. SOUTH AFRICA.



Maria Isabel Garcia Garrido

# MEETING IN AFRICA. PRETORIA. SOUTH AFRICA.

## CULLINAN DIAMOND MINE.

South Africa is the only country with **three capital cities**: **CAPE TOWN**, the largest of the three, is the *legislative* capital; **PRETORIA** is the *administrative* capital; and **BLOEMFONTEIN** is the *judicial* capital.

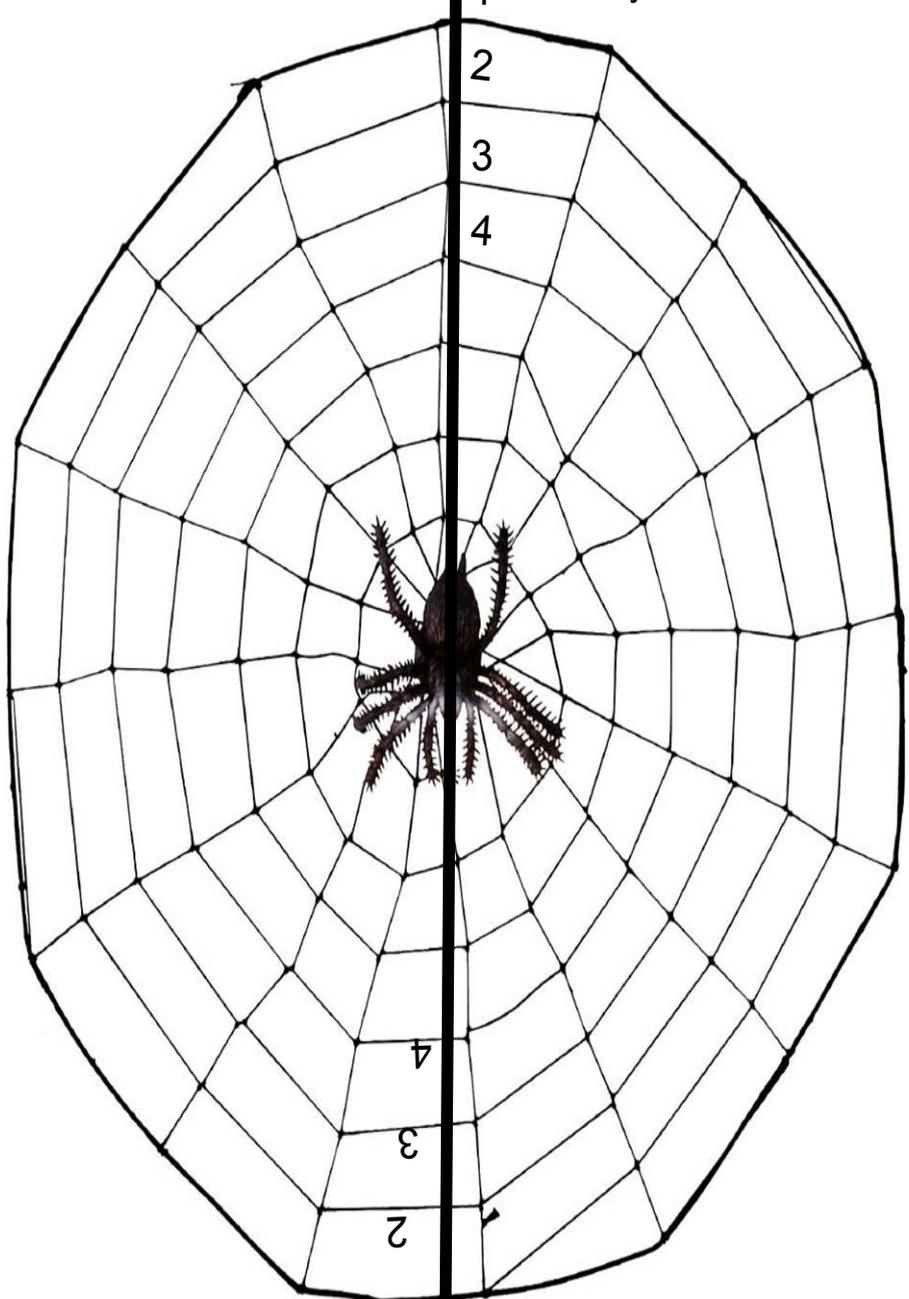
The Cullinan Diamond is the largest gem diamond ever discovered. It weighed about 3,106 carats in rough form when it was found in 1905 at the Premier mine in Transvaal, S.Af. Named for Sir Thomas Cullinan, who had discovered the mine, the colorless stone was purchased by the Transvaal government and presented to Britain's King Edward VII. It was cut into 9 large stones and about 100 smaller ones, all flawless; they are now part of the British crown jewels.



Maria Isabel Garcia Garrido

**Graphic Organizer. Spider Web. Describing my character / personality.**

What do my partners think about me?	1	What do I think about myself?
	2	
	3	
	4	
	4	
	3	
	2	
	1	



## Transparencies. Expository Essay.

## DEFINITION OF EXPOSITORY WRITING

The main purpose of expository text is to inform or describe. The different expository text structures are:

### 1. CAUSE AND EFFECT



### 2. COMPARISON AND CONTRAST



### 3. DESCRIPTION



### 4. ENUMERATIVE OR LISTING



### 5. PROBLEM AND SOLUTION.



### 6. SEQUENCE



MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 1) PURPOSE & FEATURES



#### 1. PURPOSE

Descriptive writing is usually used to help a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. **Description is used in ALL FORMS OF WRITING to create a vivid impression of a person, place, object or event.**

Ex.

1. Describe a special place and explain why it is special
2. Describe the most important person in your life
3. Describe the animal's habitat in your report

#### 2. FEATURES

##### 1. IT HAS ONE CLEAR DOMINANT IMPRESSION.

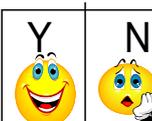
Ex. If you are describing a snowfall, it is important for you to decide and to let your reader know if it is threatening or lovely; in order to have one dominant impression it cannot be both.

##### 2. IT CAN BE OBJECTIVE OR SUBJECTIVE.

It gives the author a wide choice of tone, diction and attitude.

2.1. Ex. An **OBJECTIVE description** of one's dog would mention such facts as height, weight, coloring and so forth.

2.2. Ex. A **SUBJECTIVE description** would include the above details, but would also stress the author's feeling toward the dog, as well as its personality and habits.



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person



### ELEMENTS THAT SHOULD BE PRESENT WHEN YOU ARE DESCRIBING A PERSON.

#### 1. LOOK / APPEARANCE.

You have to talk about:

1. HEIGHT
2. BUILD
3. AGE
4. FACE:
  - 4.1. Face Shape
  - 4.2. Skin/Face/Complexion
5. EYES:
  - 5.1. Color:
  - 5.2. Eye expressions
  - 5.3. Eye Shape and Size
6. MOUTH / LIPS
7. NOSE
8. HAIR
  - 8.1. Texture/Appearance
  - 8.2. Hair Styles
  - 8.3. Lots of hair
  - 8.4. Little hair
  - 8.5. Treated hair
  - 8.6. Hair colors
9. FACIAL HAIR
10. CLOTHING
  - 10.1. Fabric
  - 10.2. Bottoms
  - 10.3. Tops
  - 10.4. Other clothing

#### 2. CHARACTER.

You have to talk about:

1. INTELLECTUAL ABILITY
  - 1.1. Possessing Ability.
  - 1.2. Lacking ability.
2. ATTITUDES TOWARDS LIFE
  - 2.1. Looking on the bright side or negative side of things.
  - 2.2. Outward looking or inward looking.
  - 2.3. Calm or not calm with regard to attitude to life.
  - 2.4. Practical, not dreamy in approach to life.
  - 2.5. Feeling things very intensely.
3. ATTITUDES TOWARDS OTHER PEOPLE
  - 3.1. Enjoying others' company.
  - 3.2. Disagreeing with others.
  - 3.3. Taking pleasure in others' pain.
  - 3.4. Relaxed in attitude to self and others.
  - 3.5. Not polite to others.
  - 3.6. Telling the truth to others.
  - 3.7. Unhappy if others have what one does not have oneself.

#### 3. OPINION.

What is your personal opinion about that person?

Ex. Is that person looks / character appealing to you?

MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person(12)

#### 2.1.2. Character (1)



Y	N



Einstein:  
intelligent



Dumb : silly



J. K. Rowling  
(author of  
Harry Potter).  
Optimistic

#### 1. INTELLECTUAL ABILITY

##### 1.1. Possessing Ability:

Ex. 1. Intelligent; 2. bright; 3. clever; 4. smart; 5. shrewd (marked by practical hardheaded intelligence;" an astute tenant always reads the small print in a lease"); 6. able; 7. gifted; 8. talented; 9. brainy; etc.

##### 1.2. Lacking ability:

Ex. 1. Stupid; 2. foolish; 3. half-witted (mentally deficient ); 4. simple; 5. silly; 6. brainless; 7. daft (informal or slang terms for mentally irregular; silly or stupid); 8. dumb.

#### 2. ATTITUDES TOWARDS LIFE

##### 2.1. Looking on the bright side or negative side of things:

Ex. 1. Optimistic (those people who the tendency to be hopeful and to emphasize the good part of a situation rather than the bad part; they belief that good things will happen in the future); 2. pessimistic (the tendency to emphasize or think of the bad part of a situation rather than the good part, or the feeling that bad things are more likely to happen than good things).



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person(14)

#### 2.1.2. Character (3)



**Martin Luther King Jr. :**  
sociable



**Hitler:**  
bellicose



**Charles Albright:**  
(American serial Killer)  
atrocious

### 3. ATTITUDES TOWARDS OTHER PEOPLE

#### 3.1. Enjoying others' company:

Ex. 1. Sociable; 2. gregarious; 3. convivial (friendly and making you feel happy and welcome); 4. companionable (friendly and pleasant to be with); 5. affable (friendly and easy to talk to); etc.

#### 3.2. Disagreeing with others:

Ex. 1. Quarrelsome; 2. argumentative; 3. belligerent (wishing to fight or argue); 4. brawling, (disposed to loud disagreements and fighting); 5. bloody-minded or cantankerous (stubbornly obstructive and unwilling to cooperate); 6. antagonistic (a person who is strongly opposed to something or someone ); 7. bellicose; 8. choleric; 9. combative; 10. contentious (causing or likely to cause disagreement); 11. disputatious; 12. fiery; 13. hostile; 14. irritable; 15. litigious; 16. ornery (tending to get angry and argue with people); 17. petulant (easily annoyed and complaining in a childish and rude way); etc.

#### 3.3. Taking pleasure in others' pain:

Ex. 1. atrocious; 2. barbaric; 3. barbarous; 4. bloody; 5. brutal; 6. brutish; 7. callous; 8. depraved; 9. spiteful;

Y	N

# EXPOSITORY ESSAY.

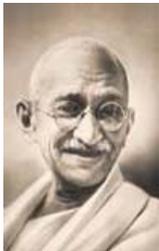
## 3. DESCRIPTION.

### 2.1. Describing a Person (15)

#### 2.1.2. Character (4)





	Y	N
 <p><b>Vlad the Impaler:</b> (Count Dracula) Sadistic, heartless</p>		
<p><b>3.3. Taking pleasure in others' pain: (continued)</b></p> <p>Ex. 10. diabolical; 11. spiteous; 12. Draconian; 13. evil; 14. ferocious; 15. fiendish; 16. fierce; 17. hard; 18. hardhearted; 19. harsh; 20. heartless; 21. implacable; 22. indurate; 23. inexorable; 24. inhuman; 25. inhumane; 26. insensitive; 27. iron; 28. lupine; 29. malicious; 30. marble hearted; 31. mean; 32. merciless; 33. perverted; 34. pitiless; 35. remorseless; 36. ruthless; 37. sadistic; 38. satanic; 39. savage; 40. truculent; 41. tyrannical; 42. tyrannous; 43. unfeeling; 44. unjust; 45. unkind; 46. vengeful; 47. vicious; 48. wicked; etc.</p>		
<p><b>3.4. Relaxed in attitude to self and others:</b></p> <p>Ex. 1. Calm; 2. carefree (having no problems or worries); 3. careless (relaxed, natural and free from anxiety); 4. casual (not taking or not seeming to take much interest; not caring ); 5. collected (showing control over your feelings); 6. composed (calm and in control of your emotions); 7. flexible (able to adjust readily to different conditions); 8. happy-go-lucky (describes someone who does not plan much and accepts what happens without being made anxious by it); 9. lenient (characterized by tolerance and mercy); 10. nonchalant (behaving in a calm manner, often in a way which suggests lack of interest or care); 11. patient; 12. placid (having a calm appearance or characteristics;</p>		
 <p><b>Gandhi:</b> (Political and Spiritual leader of India) calm</p>		
 <p><b>Dr. Phil:</b> (American psychologist) composed</p>		

**MARIA ISABEL GARCIA GARRIDO**

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person (16)

#### 2.1.2. Character (5)



relaxed



crude



candid

Y	N

#### 3.4. Relaxed in attitude to self and others: (continued)

Ex. 13. relaxed; 14. unaffected; 15. unhurried; 16. easy-going (relaxed and not easily upset or worried ); 17. even-tempered; etc.

#### 3.5. Not polite to others:

Ex. 1. Crude (rude and offensive); 2. discourteous (rude and not considering other people's feelings; not polite); 3. disrespectful; 4. ill-bred (rude and behaving badly); 5. indecorous; 6. inelegant; 7. insolent (rude and not showing respect); 8. inurbane; 9. mannerless; 10. rough; 11. rude; 12. uncivil; 13. uncourtly; 14. uncouth (behaving in a rude, unpleasant way); 15. ungracious; 16. unmannerly; 17. unpolished; 18. unrefined; etc.

#### 3.6. Telling the truth to others:

Ex. 1. Aboveboard; 2. bona fide; 3. candid; 4. chaste; 5. conscientious; 6. creditable; 7. decent; 8. equitable; 9. ethical; 10. fair; 11. faithful; 12. forthright; 13. frank; 14. genuine; 15. honest; 16. honorable; 17. impartial; 18. incorrupt; 19. ingenuous; 20. judicial; 21. just; 22. legitimate; 23. meticulous; 24. open; 25. plain; 26. proper; 27. rectitudinous; 28. reliable; 29. reputable; 30. respectable; 31. rightful; 32. scrupulous; 33. sincere;

# EXPOSITORY ESSAY.

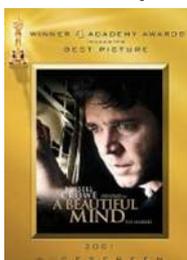
## 3. DESCRIPTION.

### 2.1. Describing a Person (17)

#### 2.1.2. Character (6)



uncorrupt



Movie.  
**A beautiful mind.** Based on a true story : veracious



Othello:  
(Shakespeare's play about jealousy)  
jealous

#### 3.6. Telling the truth to others: (continued)

Ex. 34. square; 35. straight; 36. straightforward; 37. trustworthy; 38. truthful; 39. uncorrupt; 40. upright; 41. veracious; 42. virtuous; etc.

#### 3.7. Unhappy if others have what one does not have oneself:

Ex. 1. Covetous (desiring something too much, especially something that belongs to someone else); 2. envious (wishing you had what another person has); 3. green-eyed (resentfully or painfully desirous of another's advantages); 4. jealous; 5. possessive (someone who is possessive in his or her feelings and behavior towards or about another person wants to have all of that person's love and attention and will not share it with anyone else); etc.

Y



N



Closing Story. Interesting Fact.

# SELF IMAGE



**SELF IMAGE** is how you see yourself. This may be how you see yourself **physically** or your opinion of **who** and **what** you are. Self image includes:

1. What you think you look like



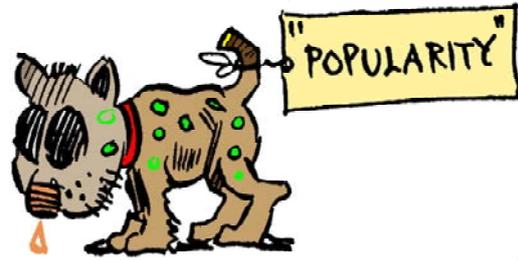
2. How you see your personality



3. What kind of person you think you are



4. The status you feel you have



5. How much you like yourself or you think others like you



6. What you believe others think of you



Maria Isabel Garcia Garrido

**Transparency. Inspirational Quote.**



*"Our self image, strongly held, essentially determines what we become"*

**Maxwell Maltz. (US plastic surgeon, motivational author, and creator of the Psycho-Cybernetics, 1927-2003.)**

**Maria Isabel Garcia Garrido**



## LESSON NUMBER: 19

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description. (2).

➤ **CONTEXT:**

“ Write an expository essay titled: I am  
SPECIAL”. (2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description. (2).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: I am SPECIAL.” (2)

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 19

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to improve their self-image.

### **1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

- Students will be able to list, verbally and in written form, the main elements that have to be present while describing a person’s look/appearance.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Think pad brainstorming; 1.3. Team-pair-solo; 1.4. Stand-N-Share; 1.5. Talking Chips; 2. Modeling. 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ Student Self-assessment:

☞ **Introductory Activity**: "Smile Contest."

☞ **Cooperative Strategies**: Modeling, Think Pad Brainstorming, Talking Chips Discussion

☞ **Description**: Teacher will make it interesting by:

➤ Inviting students to participate in a smile contest.

- 1) Teacher will tell students they have to create different smile categories.
- 2) Teacher will suggest, and will write on the overhead, (as a way of modeling the activity) different categories such as: longest smile; friendliest smile; most teeth missing smile; widest smile; cutest smile; most often seen smile.
- 3) Students will be working together (in order to create the smile categories) using the cooperative strategy Think Pad Brainstorming. This strategy will be used in the following way:
  - ✓ Teacher announces the topic: "Smile categories".
  - ✓ Each student quickly records as many ideas as possible on small slips of paper. (Think time: around 1 minute).
  - ✓ All ideas are collected. (When time is up)
  - ✓ As a group, students will read out loud all the ideas and will select 3 of them. (Discussion time: around 2 minutes).
- 4) Each group will have to come out with 3 different smile categories. A member of the group will write each category on a piece of construction paper (recommended size A4). Another member of the group will display the categories along the blackboard. A third member of the group will present their categories to the rest of the class by reading them out loud.
- 5) This procedure will be repeated by all the different groups of the class. No categories should be repeated. If a team has a category that is already displayed on the blackboard they will not put it on display. Nevertheless, they will have to show it to the teacher and prove they did it.

- 6) Teacher will invite everybody in the class to walk around the classroom smiling for a minute. Teacher will use music for timing this walk.
  - 7) When time is up, students will go back to their seats and, as a group, and using the cooperative strategy *Talking Chips* (See below for instructions on how to use this strategy and for cards) they will make nominations for each category by writing names on several index cards. On each index card they will write the name of the category and the name of the person they think is the best representative for that type of smile. They will have 2 minutes.
  - 8) Once their deliberation process is over, the fourth member of each group will come to the blackboard and will place the index cards in the right categories.
  - 9) Finally, teacher will distribute the corresponding Smiling Awards to the winner of each category.
- Teacher may lead students into a discussion about the benefits of smiling. Teacher could introduce the topic by asking questions of the following type: 1) How does it feel to see that somebody is smiling at you? 2) How do you feel when you smile? 3) Why is important to try to smile every day?

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about expository writing. A description is a type of expository writing. Teacher will use transparencies, from previous lesson, to review what we have learned about this type of writing. She will also emphasize, that DESCRIPTION is used in any type of writing (Narrative, Expository and Persuasive) and they will be using it, as much as possible, in their future compositions. During the previous lesson we learned about how to describe somebody’s character / personality. Today we will learn about how to describe a person’s looks/ appearance”.

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to create a more detailed description of a person by including details about his/her look / appearance.”

☞ A.3. Why is this important?

“This will help you to create a vivid impression of a person, place, object or event. This will allow you to: describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat in your report.”

☞ A.4. What are the students going to do?

“You will be working in teams of four, using the cooperative strategy “*Pairs Check*”, to fill out a graphic organizer about your look / appearance. You will use this information to write your expository essay. First, you will be reading with your partner the pages titled: “Describing a person. Look / Appearance. (1 - 9)”. Next, you will fill out your own graphic organizer titled: “Describing a person. Myself. (1-2)”.

**B. Teacher will model the activities.**

Teacher will invite students to help him/her filling out a graphic organizer titled: “Describing a person. Myself”. In order to do that, teacher will encourage students to start using the pages titled: “Describing a person. Look / Appearance. (1 - 9)”. Teacher will write down students’ comments on the corresponding sections. (Teacher will use different color markers to create a more vivid impression).

**C. Students Practice.**

☞ **Activity:** “Write an expository essay titled: *I am special*”.(Part 2. Fill out the second graphic organizer. Day 2. Describing a person. Myself).

☞ **Cooperative Strategies:** *Pairs Check*

☞ **Description:** (For more details see section A.4 and students directions)

- Teacher will give each of the students all the different checklists with the information about how to describe a person’s look/appearance.
- Students will also receive a graphic organizer titled “Describing a person. Myself”. They will fill it out using the cooperative strategy *Pairs Check*.
- They will save it in order to use it when they are writing their expository (descriptive) essay titled: “I am special”.

**3.4. Closure of the lesson:** 2-5 minutes (cover all objectives)

**A. Repeat overall big picture of what students were supposed to learn.**

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

**B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:**

Who could tell me one aspect that you should consider while describing someone's look/appearance? Who could tell me why it is important that writing is focused and concentrates only on the aspects that add something to the main purpose of the description?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Therapeutic Benefits of Laughter (See visual)

☞ Game:

*Elephant ball* (moderate/circle)

All the players are in a circle with their legs spread apart and their feet touching the next person's feet. The ball must be punched around the circle until it goes through someone's legs. That person is then out. This continues until there is one person left, who would be the winner.

***Inform students of topic of next lesson.***

“In the next writing lesson you are going to work (individually at the very beginning and later with a partner) using the information that you have gathered in your graphic organizers (character/personality; look/appearance), to write an essay titled “I am Special”.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing the looks/appearance of a person?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing a person?

➤ 3. Application

- ✓ 1. Can you group, by physical characteristics (their look/appearance), some of the students in this classroom?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one student in the classroom) similar to .....(name of one student in the classroom) according to their look/appearance?
- ✓ 2. How is ..... (name of one student in the classroom) different to .....(name of one student in the classroom) according to their look/appearance?

➤ 5. Synthesis

- ✓ 1. In how many ways can you describe a person? (look/appearance & character/personality).

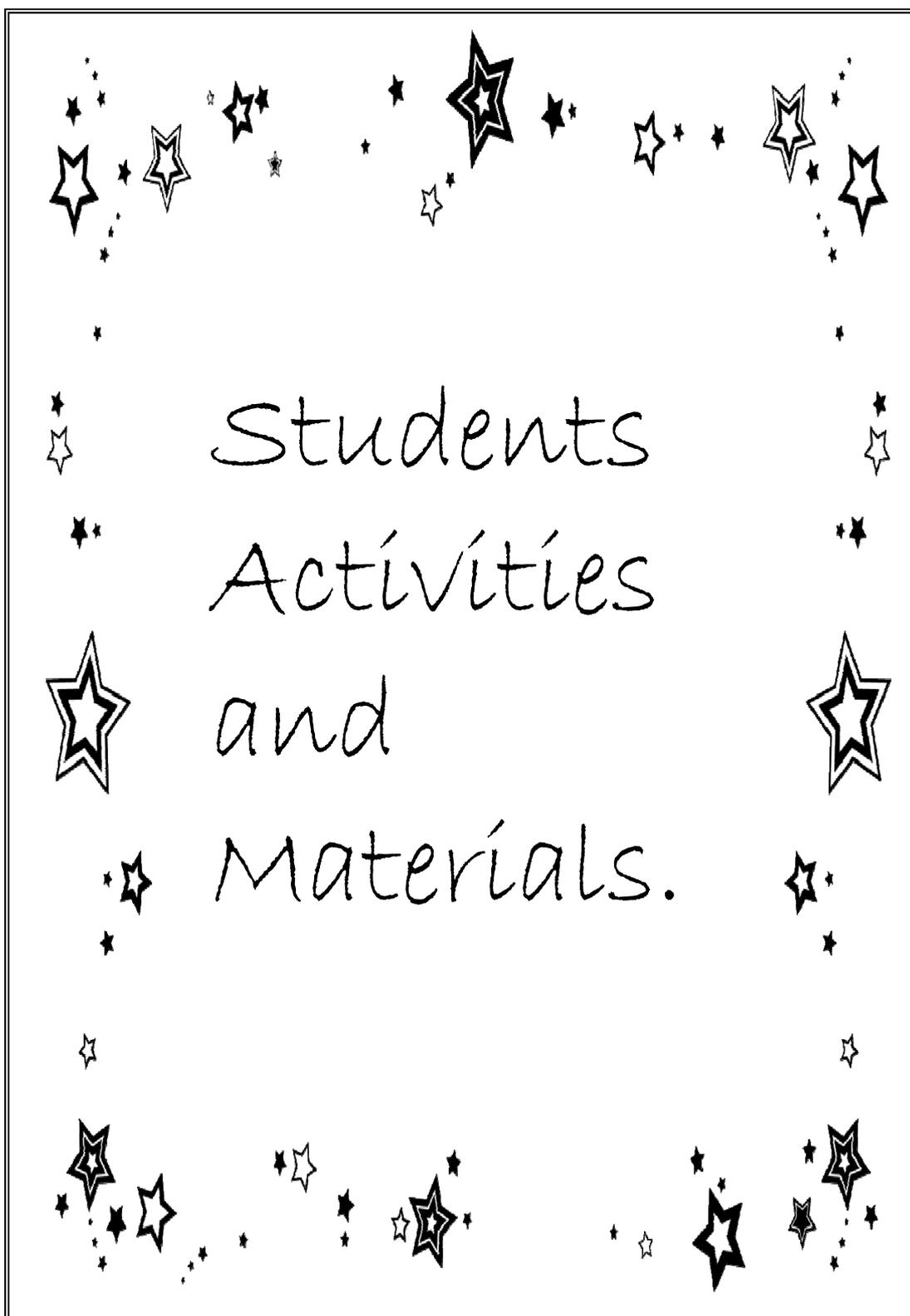
➤ 6. Evaluation

- ✓ 1. Judge the value of providing a clear physical description of a person.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Activity: “Write an expository essay titled: I am special”. (Part 2. Fill out the second graphic organizer. Day 2. Describing a person. Myself ).**

- 1) First, read the different checklists with the information about how to describe a person’s look/appearance. Read them with a partner.
- 2) Next, using that information and working with your partner using the cooperative strategy Pairs Check, fill out the graphic organizer titled “Describing a person. Myself”(1-2).
- 3) Save it in order to use it when they are writing your expository (descriptive) essay titled: “I am special”.

**PAIRS CHECK**

1. In teams of four, students form two pairs.
2. One student in each pair works on filling out the graphic organizer: “Describing a person. Myself (1 -2).” while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles. Now, the student who was working filling out his/her graphic organizer will be the coach and will help his/her friend.

Transparencies. Expository Essay. Describing a person. Look / appearance.

**EXPOSITORY ESSAY.**  
**3. DESCRIPTION.**  
**2.1. Describing a Person (1)**  
**2.1.1. Look (1)**



Freckled



Frail



Stocky

	Y	N
<p><b>1. HEIGHT:</b>                      Ex. 1. Tall; 2. tallish; 3. short; 4. shortish;                      5. medium; 6. giant, etc.</p>		
<p><b>2. BUILD:</b>                      Ex. 1. Frail (weak or unhealthy); 2. stocky (wide across the shoulders and chest); 3. slim;                      4. thin; 5. plump (having a pleasantly soft rounded body or shape); 6. fat; 7. skinny;                      8. well-built; 9. muscular; 10. long beautiful legs; 11. well defined muscles; 12. six pack, etc.</p>		
<p><b>3. AGE:</b>                      Ex. 1. Baby; 2. young; 3. elderly; 4. middle-aged;                      5. teenager; 6. in 20s, 30s, 40s.</p>		
<p><b>4. FACE:</b></p> <p><b>4.1. Face Shape:</b>                      Ex. 1. Square; 2. oval; 3. round; 4. triangular;                      5. heart-shaped</p>		
<p><b>4.2. Skin/Face/Complexion:</b>                      (Complexion is the natural appearance and color of the skin, especially of the face; e.g. Mary has a soft, creamy complexion. )</p> <p>1. Freckled (sprinkled or covered with light brown spots); 2. Rosy (pink-cheeked; fair complexion that glows with a hint of pink); 3. Tanned (skin with a healthy golden-brown tint); 4.</p>		



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person (3)

#### 2.1.1. Look (3)



**Pouting Lips**



**Pursed Lips**



**Grimace**

#### 6. MOUTH / LIPS:



Ex. 1. Thin lips; 2. full lips; 3. pouting lips (make a sad face and thrust out one's lower lip; "mop and mow"); 4. pursed lips (puckered up, like when someone is concentrating); 5. laugh; 6. smile; 7. beam (smile radiantly; express joy through one's facial expression); 8. grin (a facial expression characterized by turning up the corners of the mouth; usually shows pleasure or amusement); 9. frown (look angry or sullen, wrinkle one's forehead, as if to signal disapproval); 10. grimace (contort the face to indicate a certain mental or emotional state; "He grimaced when he saw the amount of homework he had to do"); 11. scowl (frown with displeasure); etc.

#### 7. NOSE:

➤ **7.1. Class I: The Roman, or Aquiline nose:** which is rather convex, but undulating as its name aquiline imports. (nose hooked like an eagle's").



➤ **7.2. Class II: The Greek or Straight nose:** which is perfectly straight



Y	N

**EXPOSITORY ESSAY.**  
**3. DESCRIPTION.**  
**2.1.Describing a Person (4)**  
**2.1.1. Look (4)**



**7. NOSE (continued):**

➤ **7.3. Class III: The Nubian, or Wide-nostrilled nose**, wide at the end, thick and broad, gradually widening from below the bridge. The other noses are seen in profile, but this one in full face.



➤ **7.4. Class IV: The Hawk nose**, which is very convex, and preserves its convexity like a bow. It is thin and sharp.



➤ **7.5. Class V: The Snub nose**



➤ **7.6. Class VI: The Turn-up or Celestial nose**, with a continuous concavity from the eyes to the tip



Y	N



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person (6)

#### 2.1.1. Look (6)



Y	N

#### 8. HAIR (continued)

##### 8.3. Lots of hair



Ex. 1. Thick (abundantly covered or filled); 2. full (having the normally expected amount); 3. lustrous (reflecting light) ; 4. bushy (describes hair or fur that is very thick); 5. coarse (describes hair or fur that is very thick); 6. wiry (stiff); etc

##### 8.4. Little hair



Ex. 1. Thin (relatively thin in consistency or low in density; not viscous); 2. scraggly (lacking neatness or order); 3. fine (thin in thickness or diameter); 4. baby-fine; 5. wispy (thin in thickness or diameter); 6. limp (lacking in strength or firmness or resilience); 7. flat (having no depth or thickness); 8. balding (losing hair on one's head); 9. bald (lose hair on one's head); 10. bald spot; 11. receding hairline (gradual loss of hair at the front of the head); etc.

##### 8.5. Treated hair



Ex. 1. Permed (treated with chemicals to make it curly); 2. dyed (used of color; artificially produced; not natural); 3. bleached (removing the hair of the color, when the hair looks almost white); 4. highlighted (hair that will be lightened from strands of hair that will remain their natural color); 5. weaved (treated to be look slightly curly); etc.

Scraggly hair

Limp hair

Receding hairline

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person (7)

#### 2.1.1. Look (7)



Goatee



Sideburns



David Beckham neatly trimmed

	Y	N
<p><b>8.6. Hair colors</b></p> <p>Ex. 1.Black; 2. brunette; 3. brown; 4. chestnut-brown;5. honey-blond; 6. blond; 7. golden-blond; 8. ash-blond; 9. auburn; 10. red; 11. strawberry-blond; 12. gray; 13. silver; 14. white; 15. salt-and-pepper; etc.</p>		
<p><b>9. FACIAL HAIR</b></p> <p>Ex. 1.Beard; 2. goatee; 3. mustache; 4. sideburns; 5.Five o'clock shadow: new beard growth, shadowy in appearance, that can be seen late in the day on the jaw, chin, or cheek area (also known as stubble); 6. bearded; 7. unshaven; 8. clean-shaven; 9. trimmed; 10. neatly-trimmed, etc.</p>		
<p><b>10. CLOTHING</b></p> <p><b>10.1. Fabric:</b></p> <p>Ex. 1.Denim (a thick, strong, cotton cloth, often blue and used for jeans); 2. twill (a strong cotton cloth that has raised diagonal lines on the surface); 3. wool; 4. Cotton; 5. tweed (a thick, rough material woven from wool and used in suits and coats); 6. polyester; 7. corduroy (a thick, cotton material woven with raised parallel lines on the outside, used for jackets and pants); 8. fleece (the wool of a sheep, or a soft, artificial material that looks like wool ); 9. spandex; 10. leather; 11. silk; 12. cashmere; etc.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.1. Describing a Person (8)

#### 2.1.1. Look (8)



**Pleated Pants**



**Gaucho Pants**



**Overalls**

#### 10. CLOTHING (continued)

##### 10. 2. Bottoms:

Ex. 1. Jeans; 2. cargo pants (khaki pants, but were designed originally for tough, outdoor activities; military pants); 3. flat-front pants (straight pants, often seamless and pocketless); 4. pleated pants (folded into pleats. Pleats: any of various types of fold formed by doubling fabric back upon itself and then pressing or stitching into shape) ; 5. slacks (a pair of trousers, usually of a type that fit loosely; used as casual wear); 6. trousers; 7. overalls (work clothing consisting of denim trousers (usually with a bib and shoulder straps); 8. sweatpants (loose-fitting trousers with elastic cuffs; worn by athletes); 9. cropped pants (Short pants, generally around ankle length), 10. capris (Slim-fit pants that range from knee length to lower calf. Also called peddle pushers); 11. skirt; 12. skant (combination skirt (usually a mini) and pants); 13. A-line (A dress or skirt silhouette that is narrower at the top, flaring gently wider toward the bottom thereby resembling the letter A); 14. culottes (women's short trousers which look like a skirt); 15. shorts; 16. gaucho (wide-legged pants or divided skirt reaching mid-calf and worn with boots); etc.



**Cargo Pants**



**Flat-front Pants**



**Cropped Pants**

Y	N



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person (10)



Attractive  
Brendan Fraser



Elegant  
Grace Kelly



Gorgeous  
Jennifer Lopez



### 1. PERSON -- LOOK OPINION

- A. 1. Adjectives:**
- Attractive:** very pleasing in appearance or sound, or causing interest or pleasure.  
*Ex. Brendan Fraser looks very attractive in the movie the mommy returns.*
  - Beauteous:** very attractive to look at; beautiful.
  - Chic:** stylish and fashionable.  
*Ex. I like your haircut - it's very chic.*
  - Chichi:** (Informal Disapproving) trying too hard to be decorated in a stylish or attractive way and therefore lacking any real style or beauty.  
*Ex. They live in a rather chichi part of town.*
  - Classy:** Being very elegant while dressing stylishly.
  - Comely:** (Old-fashioned Or Literary) describes a woman who is attractive in appearance
  - Elegant:** graceful and attractive in appearance or behavior.  
*Ex. The Princess of Monaco, Grace Kelly, was a very elegant woman.*
  - Fair:** (Old Use) (of a woman) beautiful:  
*Ex. A fair maiden*
  - Flamboyant:** very confident in behavior, or intended to be noticed, especially by being brightly colored.  
*Ex. His clothes were very flamboyant for a funeral.*
  - Fashionable:** being in accordance with the current fashion.
  - Good-looking:** describes a physically attractive man or woman.  
*Ex. He's very good-looking but not terribly bright.*
  - Gorgeous:** very beautiful or pleasant.  
*Ex. Jennifer Lopez is gorgeous.*

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person (11)



Hunk  
David Beckham



Posh  
Victoria Beckham



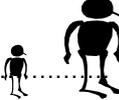
Stunner (s)  
Brad Pitt and Angelina Jolie

#### A. 1. Adjectives: (continued)

13. **Handsome:** describes a man who is physically attractive in a traditional, masculine way.  
*Ex. She's dreaming she'll be whisked off her feet by a tall, dark handsome stranger.*
  14. **Hunk:** (informal) a handsome man with a well-developed physique. *Ex. David Beckham is a hunk.*
  15. **Knock-out:** Strikingly attractive or impressive.
  16. **Lovely:** beautiful. *Ex. She has lovely eyes.*
  17. **Pretty:** pleasant to look at, or (especially of girls or women or things connected with them) attractive or charming in a delicate way. *Ex. That's a pretty hat you're wearing.*
  18. **Posh:** (Informal: of places and things) expensive and of high quality. *Ex. He takes her to some really posh restaurants.* (Of a person) wearing very expensive and fashionable clothes. *Victoria Beckham wears very posh clothes.*
  19. **Pulchritudinous:** physically beautiful; comely.
  20. **Ravishing:** extremely beautiful or attractive; enchanting; entrancing. *Ex. Pandora was ravishing.*
  21. **Sightly:** pleasing to the sight; attractive; comely.
  22. **Stunning / stunner:** (of a thing = stunning) of striking beauty or excellence. *Ex. What a stunning dress you're wearing!* (of a person = stunner) An exceptionally good-looking person. *Brad Pitt and Angelina Jolie are both true stunners.*
  23. **Ugly:** very unattractive or unpleasant to look at; offensive to the sense of beauty; displeasing in appearance.
  24. **Unattractive:** lacking beauty or charm
13. **A.2. Idiom:** Easy on the eyes; ugly as a sin; etc.



Students' graphic organizer. Describing a person. (Myself)

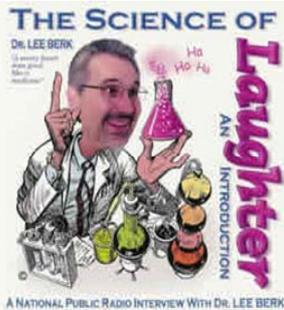
<h1>Describing a person. (Myself) (1)</h1>		Y	N
Name:.....			
Partner:.....			
<p><b>1. HEIGHT:</b></p> <p>.....</p>			
<p><b>2. BUILD:</b></p> <p>.....</p> <p>.....</p>			
<p><b>3. AGE:</b></p> <p>.....</p>			
<p><b>4. FACE:</b></p> <p><b>4.1. Face Shape:</b></p> <p>.....</p> <p><b>4.2. Skin/Face/Complexion:</b></p> <p>.....</p> <p>.....</p>			
<p><b>5. EYES:</b></p> <p><b>5.1. Color:</b> .....</p> <p><b>5.2. Eye expressions:</b> .....</p> <p><b>5.3. Eye Shape and Size:</b> .....</p>			

# Describing a person. (Myself) (2)

		Y	N
Name:.....			
Partner:.....			
6. MOUTH / LIPS .....			
7. NOSE .....			
8. HAIR 8.1. <u>Texture/Appearance:</u> ..... 8.2. <u>Hair Styles:</u> ..... 8.3. <u>Lots of hair:</u> ..... 8.4. <u>Little hair:</u> ..... 8.5. <u>Treated hair:</u> ..... 8.6. <u>Hair colors:</u> .....			
9. FACIAL HAIR .....			
10. CLOTHING 10.1. <u>Fabric:</u> ..... 10. 2. <u>Bottoms:</u> ..... 10. 3. <u>Tops:</u> ..... 10. 4. <u>Other clothing:</u> .....			

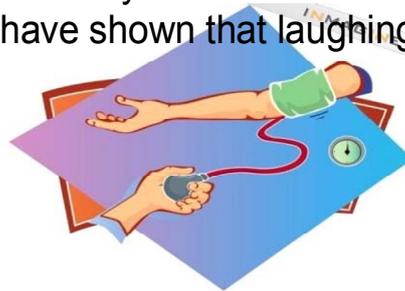
Interesting Fact. Therapeutic Benefits of Laughter.

## Therapeutic Benefits of Laughter



Dr. Lee Berk and fellow researcher Dr. Stanley Tan of Loma Linda University in California have been studying the effects of laughter on the immune system. To date their published studies have shown that laughing:

**1. LOWERS BLOOD PRESSURE,**



**2. REDUCES STRESS HORMONES,**



**3. INCREASES MUSCLE FLEXION,**



**6. BOOSTS IMMUNE FUNCTION** by raising levels of infection-fighting T-cells, disease-fighting proteins called Gamma-interferon and B-cells, which produce disease-destroying antibodies.

**5. Laughter also TRIGGERS THE RELEASE OF ENDORPHINS,** the body's natural painkillers, and produces a general sense of well-being.



MARIA ISABEL GARCIA GARRIDO

**Activity. Smile Contest. Award.**



# Official Smile Award

Presented to

---

For the Smile Category

---

Presented by \_\_\_\_\_

Date \_\_\_\_\_





## LESSON NUMBER: 20

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing. Description (3).

➤ **CONTEXT:**

“ Write an expository essay titled: I am SPECIAL”. (3)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description. (3).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: I am SPECIAL.” (3)

**CONTENT AREAS:** Listening, Speaking, Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 20

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lesson and also.

### **1.2. Language Objectives:**

STATE GOAL 3: Write to communicate for a variety of purposes.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

- Students will be able to express, verbally and in written form, a description that includes both: a) character/personality descriptors and b) look/appearance descriptors.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Think pad brainstorming; 1.3. Team-pair-solo; 1.4. Stand-N-Share; 1.5. Talking Chips; 2. Modeling. 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

- ✓ Student Self-assessment:

🌀 **Introductory Activity**: "The Secret Identity."

🌀 **Cooperative Strategies**: Modeling, Find Someone Who.

🌀 **Description**: Teacher will make it interesting by:

- Inviting students to participate in a game called "The Secret Identity".

- 1) Teacher will give each student a "Secret Identity Pamphlet". (See below). They will look at someone in the classroom and will describe him/her without saying/writing his/her name. They will use the information from the checklists teacher gave them during previous lessons (See: Describing a person. Look/Appearance. 1-9).
- 2) Teacher will show students, (as a way of modeling the activity) what she/he would write in order to describe somebody famous. Ex. Brad Pitt. (See modeling transparency below).
- 3) Students will have 2 minutes to fill out their pamphlet. When finished, they will write their names on top of the pamphlet (the name of the person who is filling out the pamphlet not the person they are describing). Teacher will collect all the papers. Next, teacher will distribute all the pamphlets randomly for students to guess "The Secret Identity" of one of their classroom partners.
- 4) When a student gets a pamphlet he/she will have to 2 minutes to guess it.
- 5) When time is up, teacher will be calling one student at a time and will ask him/her to say the name of the person who he/she thinks is the one that best fits into each particular description.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about expository writing. A description is a type of expository writing. (Teacher will use transparencies to explain this topic). We will also review how to organize and use the information that we have gathered on a graphic organizer to later write a composition.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to use information from graphic organizers to create a composition.”

☞ A.3. Why is this important?

“A graphic organizer is a way of helping your memory remembering everything that you want to talk about. When you use graphic organizers you know exactly what you want to talk about. Therefore, it is easier to construct structured paragraphs which will only contain the relevant information. Consequently, the whole writing process will become easier for you.”

☞ A.4. What are the students going to do?

“You will be working with your whole group, with a partner and individually to write a composition titled “I am special”. You will be using the information that you gathered on your graphic organizer the day before. When completed, you will share with the rest of the class using the cooperative strategy Stand-N-Share”.

***B. Teacher will model the activities.***

First, using the overhead projector, teacher will review the concepts studied about Expository Writing: Descriptive Writing. (See transparencies). Next, teacher will read out loud (using the overhead) the graphic organizers she/he filled out during the previous lessons. Teacher will demonstrate how to begin this type of composition. Teacher will tell students that the introductory paragraph is very important, that it has to catch the attention of the reader. She will write something like: “Special? You did not know the meaning of that word until you met me; I am truly special.”

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *I am special*”. (Part 3. Use the information that you gathered during the two previous lessons in your graphic organizers).

☞ **Cooperative Strategies:** Team-pair-solo; Stand-N-Share

☞ **Description:** (For more details see section A.4 and students directions)

- Students will write a composition describing why they are special people. They will work as a group, in pairs and independently. When the composition is done they will share an idea with the rest of the class by using the cooperative *Stand-N-Share*.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

#### ***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing yourself? Who could tell me why it is important that we consider ourselves as very special individuals?

#### ***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Body Image. (See visual)

☞ Inspirational Quote: Self-Image. (See visual)

☞ Game:

#### ***Bop Bop (active/circle)***

The players start sitting in a circle. The leader stands up and "bops" or dances around the inside of the circle. The players can help out by making their own music. The leader then taps selected people on the head and says, "start bopping right now." These tapped people will join the leader in the middle. These boppers keep dancing and tapping until they hear, "Bop Bop Over!" The players will then stop dancing and run back to their spaces.

*Note:* Normally, we include only one element as a 'closing factor'. However, due to the crucial importance of self-esteem, we have decided to include an interesting fact along with an inspirational quote in order to offer a deeper explanation of the term 'Self-Image'.

***Inform students of topic of next lesson.***

“In the next writing lesson you are going to begin writing an expository essay titled: Someone very important in my life”.

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ ***Bloom’s Taxonomy:***

##### ➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing a person (1. looks/appearance; 2. personality/character?)

##### ➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing a person?
- ✓ 2. Can you explain, using your own words, what is a graphic organizer?

##### ➤ 3. Application

- ✓ 1. Can you group, by physical characteristics (their look/appearance), some of your family members?
- ✓ 2. What about grouping your friends by character/personality traits?
- ✓ 3. Can you think of a graphic organizer that you could use in order to remember the physical differences and similarities of two of your friends?

##### ➤ 4. Analysis

- ✓ 1. How is ..... (name of one student in the classroom) similar to .....(name of one student in the classroom) according to their look/appearance?
- ✓ 2. How is ..... (name of one student in the classroom) different to .....(name of one student in the classroom) according to their character/personality?

➤ 5. Synthesis

- ✓ 1. In how many ways can you describe a person? (physically and personality)

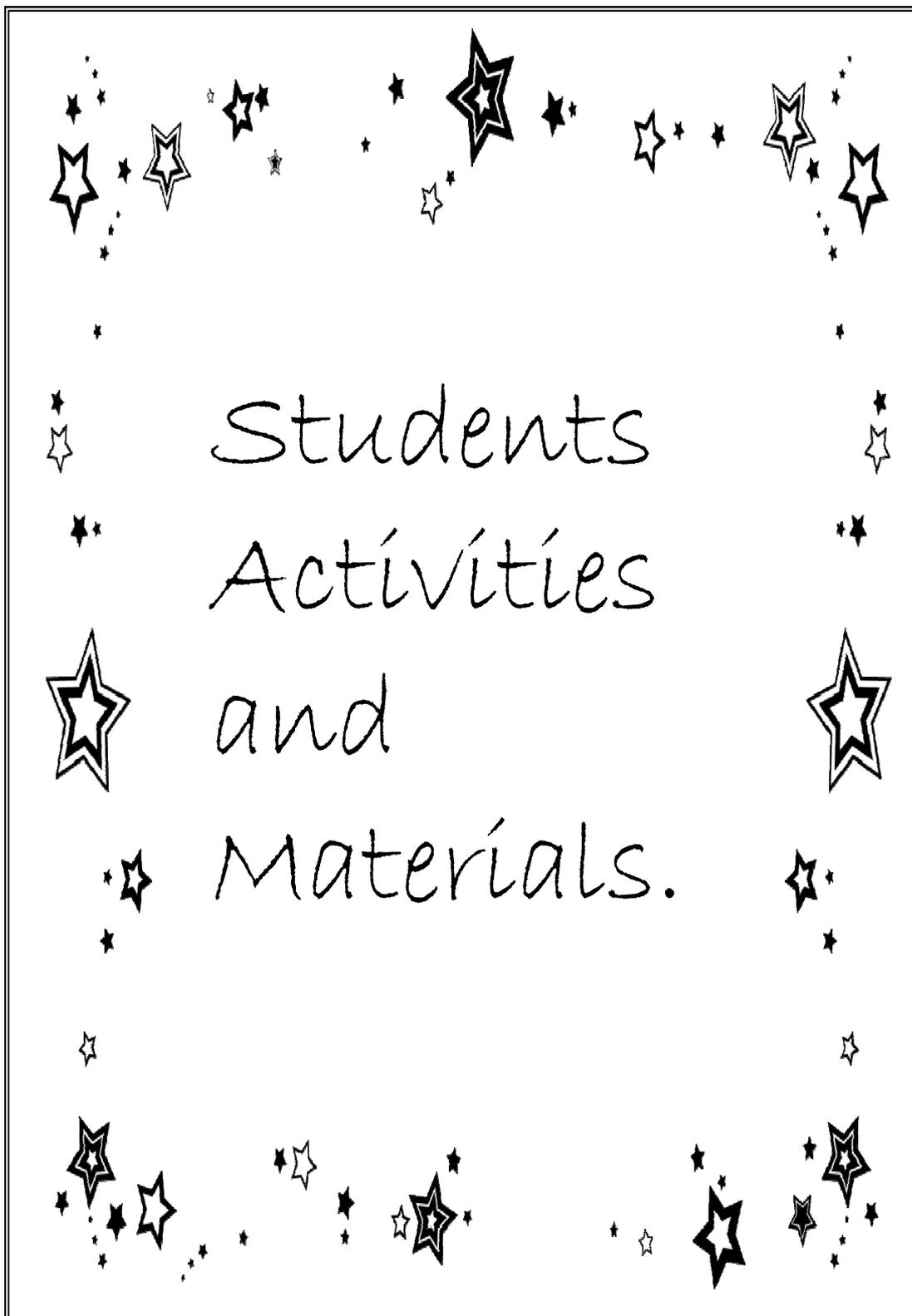
➤ 6. Evaluation

- ✓ 1. Judge the value of using a graphic organizer as a pre-writing activity.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Introductory Activity. Modeling transparency used by the teacher.**

	<p><b>1. PICK ONE TO DESCRIBE:</b></p> <p><b>1. Height:</b> Ex. He is medium height.  <b>2. Build:</b> Ex. He is well-built; he has a six pack.  <b>3. Age:</b> Ex. He is in his 30s.</p>
	<p><b>2. FACE:</b></p> <p>➤ <b>Face Shape:</b>  Ex. His face has an oval shape.  ➤ <b>Skin/Face/Complexion:</b>  Ex. He has a creamy complexion.</p>
	<p><b>3. EYES:</b></p> <p><b>1. Color:</b> His eyes are blue.  <b>2. Eye expressions:</b> His eyes have a crinkly expression.  <b>3. Eye Shape and Size:</b> He has big almond shape eyes.</p>
	<p><b>4. MOUTH / LIPS:</b> He has full lips.</p>
	<p><b>5. NOSE:</b></p> <p>He has the Class II nose: The Greek or Straight nose.</p>

**Introductory Activity. The secret Identity. Students' copy.**

<p><b>THE SECRET IDENTITY</b> Think about a person in the class. Describe that person without saying his/her name. Pass this pamphlet to your partners and let's see who can figure out the secret identity.</p> <p>1.....</p> <p>2.....</p> <p>3.....</p> <p>4.....</p> <p>5.....</p>	<p><b>1. PICK ONE TO DESCRIBE:</b>  <b>1. Height:</b> Ex. Tall, tallish, short, shortish, medium, giant.  <b>2. Build:</b> Ex. Frail, stocky, slim, thin, plump, fat, skinny, well-built  <b>3. Age:</b> Ex. Baby, young, elderly, middle-aged, teenager, in 20s, 30s, 40s</p>
	<p><b>2. FACE:</b>  <b>➤ Face Shape:</b> Ex. Square, oval, round, triangular heart-shaped  <b>➤ Skin/Face/Complexion:</b> (Complexion is the natural appearance and color of the skin, especially of the face; e.g. Mary has a soft, creamy complexion.)</p>
	<p><b>3. EYES:</b>  <b>1. Color:</b>  <b>2. Eye expressions:</b>  <b>3. Eye Shape and Size:</b></p>
	<p><b>4. MOUTH / LIPS:</b></p>
	<p><b>5. NOSE:</b>  <b>1. Class I: The Roman, or Aquiline nose:</b>  <b>2. Class II: The Greek or Straight nose:</b>  <b>3. Class III: The Nubian, or Wide-nostrilled nose</b>  <b>4. Class IV: The Hawk nose</b>  <b>5. Class V: The Snub nose</b>  <b>6. Class VI: The Turn-up or Celestial nose</b></p>

	<p><b>1. PICK ONE TO DESCRIBE:</b></p> <p><b>1.1. Height</b>.....</p> <p><b>1.2. Build:</b> .....</p> <p><b>1.3. Age:</b> .....</p>
	<p><b>2. FACE:</b></p> <p><b>2.1. Face Shape:</b>.....</p> <p>.....</p> <p><b>2.2.Skin/Face/Complexion:</b>.....</p> <p>.....</p>
	<p><b>3. EYES:</b></p> <p><b>3. 1.Color:</b>.....</p> <p><b>3.2. Eye expressions:</b> .....</p> <p>.....</p> <p><b>3. 3. Eye Shape and Size:</b> .....</p> <p>.....</p>
	<p><b>4. MOUTH / LIPS:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>5. NOSE:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Activity: “Write an expository essay titled: I am special”. (Part 3. Use the information that you gathered during the previous two lessons in your graphic organizers).**

1. To do this activity you can use the cooperative strategy *Team-Pair-Solo*. This is how you will use this strategy:

- I. Discuss in your group, with your partners, how you plan to write your essay. (2-3 minutes)
- II. Then, the team will split in half and both pairs will be working on writing their essay (each person will be writing their own essay individually). You can show your partners what you are doing and ask them for advice. (10 min.)
- III. Next, you will work independently until you finish your essay. (10min.)

2. Finally, you will share something about your essay using the cooperative strategy *Stand-N-Share*.

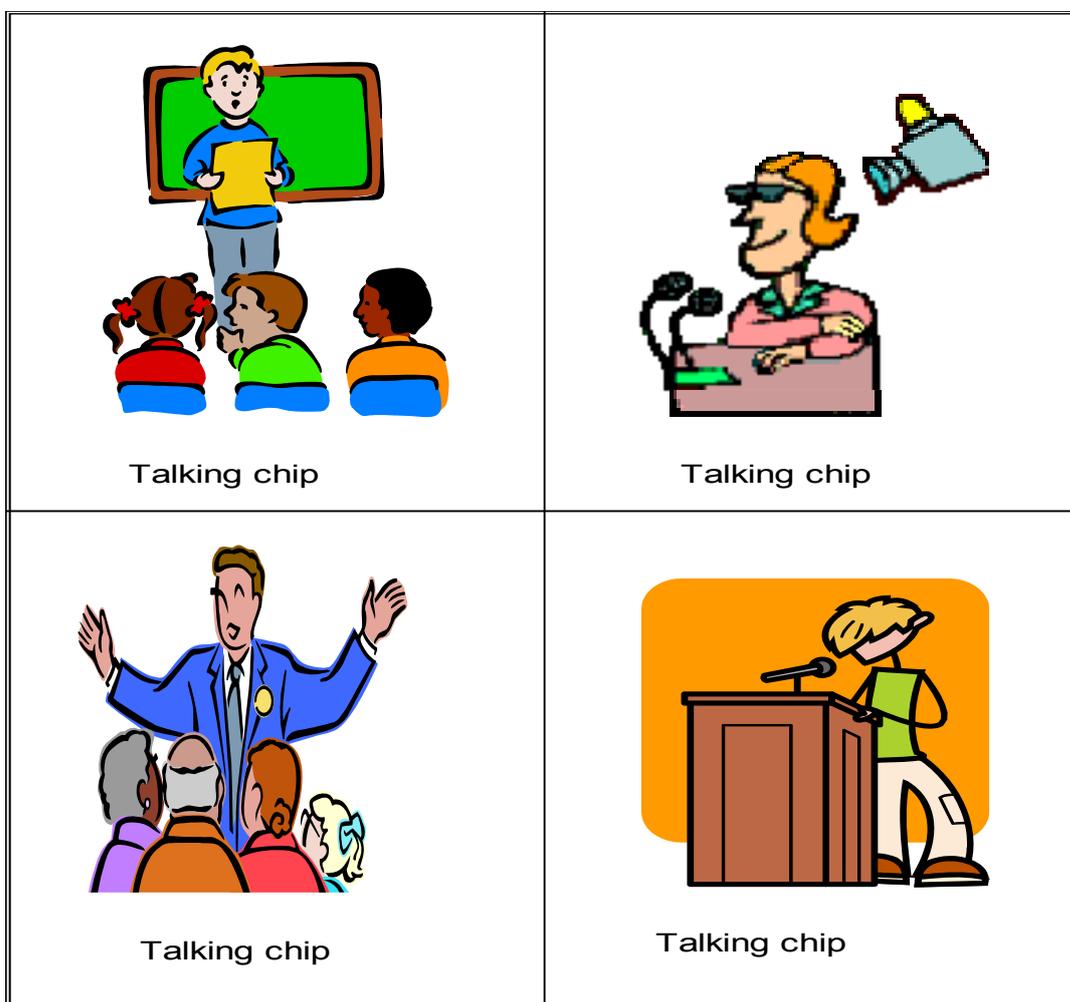
- I. The whole class will stand up.
- II. Teacher will throw a ball to one student. This person won't have to read the entire essay. He/she will just mention something that he/she thinks makes him/her a very special person.
- III. If somebody else feels the same way he/she will sit down after this person has talked.
- IV. The person with the ball will throw it at somebody else and this person will also talk about one thing that makes him/her very special.
- V. Repeat the same process until everybody has had an opportunity to participate.

## TALKING CHIPS

### With cards

1. Each student has one talking chip.
2. Students place their chip in the center of the team table each time they talk.
3. They can speak in any order, but they cannot speak a second time until all chips are in the center.
4. When all chips have been placed (everyone has spoken), the chips are all collected and anyone in any order can speak again.

Talking Chips (Created by Maria Isabel Garcia Garrido)



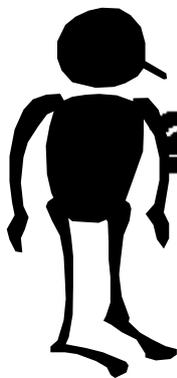
### Interesting Fact. Body-image

## BODY IMAGE (1)

Our **BODY-IMAGE** includes more than what we look like or how others see us. It also refers to how we think, feel and react to our own self-perceived physical attributes. Body-image development is affected by cultural images and the influence of family, peers and others. A positive body-image contributes to enhanced psychological adjustment (less depression, positive self worth, life satisfaction, less interpersonal anxiety, fewer eating disorders). Distortions in our thinking contribute to a negative body-image.

### Specific steps to enhance body-image:

**1. Challenge misleading assumptions about body appearance**



**2. Be a friend to your body with positive affirmations**



Maria Isabel Garcia Garrido

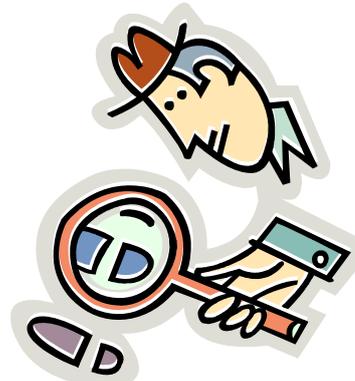
# BODY IMAGE (2)

3. Be comfortable with your body



4. Confront thinking distortions related to your body

5. Accept and love who you are



Explore your personal body-image with its strengths and limitations

Have positive experiences with your body



Maria Isabel Garcia Garrido

**Inspirational Quote.**

*"A strong, positive self-image is the best possible preparation for success"*

**Dr. Joyce Brothers. (American psychologist, columnist and author.1928 - )**

Taken from:

<http://thinkexist.com>





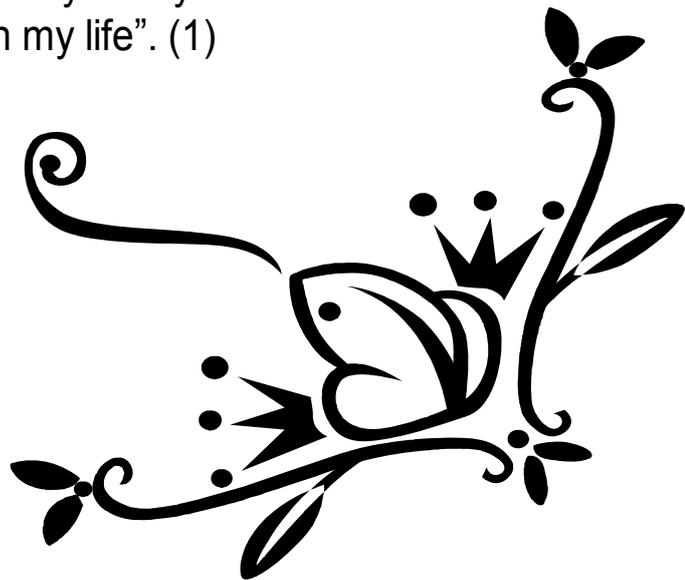
## LESSON NUMBER: 21

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (4) : Describing a Person (4).

➤ **CONTEXT:**

“ Write an expository essay titled: Someone very important in my life”. (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (4):  
Describing a person (4).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: Someone very important in my life.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional  
Development.

**LESSON NUMBER:** 21

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Students will be able to understand concepts such as love and affection.
- Students will be able to understand and apply basic components of how to describe a person.

#### **1.2. Language Objectives:**

- Students will be able to understand and create writing hooks.

#### **LANGUAGE ARTS**

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Rotating Recorder; 1.2. Discussion; 1.3. Rally Robin Reading. 2. Modeling. 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, Writing Hooks Sheet, Bingo Sheet.

#### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ Student Self-assessment:

☞ **Anticipatory Activity:** "Bingo – Look / Appearance." (1)

☞ **Cooperative Strategies:** Rotating Recorder

☞ **Description:** Teacher will make it interesting by:

- Inviting students to play bingo. The procedure will be:
  - 1) The whole class will participate.
  - 2) Students will be playing in pairs. Each pair will receive a bingo sheet.
  - 3) They will have to fill out the rest of the empty boxes with the information that appears on the checklist titled: "Describing a person. Look/appearance (1-9)." In order to fill out those boxes they will use the cooperative strategy Rotating Recorder.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

"Today we are going to continue learning about expository writing. A description is a type of expository writing. Teacher will use transparencies, from previous lessons, to review what we have learned about this type of writing. We are also going to learn about leads or hooks. A hook is what you write at the beginning of your composition. We call it hook because it should "hook" the reader and make him/her feel like reading your essay".

☞ A.2. What would the students be able to do at the end of the lesson?

"This lesson will help you to improve your skills while describing people. Moreover, you will start learning about choosing and using the right hook for your compositions."

☞ A.3. Why is this important?

“Writing a good description is essential if you want the reader to be able to see in his/her mind what are you thinking about. Also, writing a good hook is the best way of getting somebody interested in reading what you wrote.”

☞ A.4. What are the students going to do?

“First, you are going to be working independently. You will be thinking about someone that you would like to describe. Ex: teachers, friends, mom, dad, ..... You have to think about somebody that is very important in your life. You will fill out 2 sets of graphic organizers: 1) look/appearance and 2) character/personality. (See below). You will be using the information that you learned during previous lessons. Please, make reference to the checklists: “Describing a person. Look/appearance (1 - 9) and Character / personality (1 – 6).” Next, you will be working in teams of four, using the cooperative strategy “*Discussion*”, to figure out what is the best writing hook for your composition. After that you can start working on your composition.”

**B. Teacher will model the activities.**

First, teacher will invite a volunteer to come to the front of the classroom. The rest of his/her partners will have to describe that person’s look and character. Teacher will make sure nobody makes any negative comments. Teacher will write down the information on the graphic organizers. Not all the points have to be filled out; just a couple of them so students get the idea.

Second, Teacher will have students thinking about “affection and love”. Teacher will lead students into a discussion about why we think someone is very important in our life.

Example: “My mom is always there for me. She always helps me whenever that I need anything. She loves me. She is very affectionate (she kisses me, she tells me nice words, etc). I also love my mom. I always tell her how much I love her.”

Next, teacher will read out loud some examples of hooks that can be used to start a composition. As a group, the whole class will decide what the best one is for this particular type of composition.

**C. Students Practice.**

☞ **Activity:** “Write an expository essay titled: *Someone very important in my life*”.  
(1). (Part 1. Fill out the graphic organizers.).

☞ **Cooperative Strategies:** Discussion

☞ **Description:** (For more details see section A.4 and students’ directions)

- 1) Teacher will ask students to review all the different checklists with the information about how to describe a person’s look/appearance and a person’s character/personality.

- 2) Students will also receive a graphic organizer (with several pages) titled “Describing a person. Someone very important in my life”.
- 3) Each student will get a copy of writing hooks. They will be working as a group, using the cooperative strategy *Discussion*, to decide what the hook that best fits their essay is.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

A hook is something that we use at the very beginning of a composition. It has the intention of “hooking” the reader into reading what we wrote.

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing someone’s look/appearance? What about personality/character? Who could tell me why it is important that we use a good hook at the beginning of our composition?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Love and Affection (See visual)

☞ Game:

*Statues* (passive)

You need at least four players for this imaginative game.

One player is the storekeeper, one is the buyer, and the rest are statues. These positions can be rotated after each round of the game.

The storekeeper spins the people who are going to be statues around and around and then let's go. (Pepper is fast spins; salt is slow spins) The players who are statues must remain how they've fallen or landed and must think up a statue for that position. For example, if I land with my feet shoulder width apart and my arms flung out, I may decide to be a tennis player statue.

Then the storekeeper goes around to the different statues, and they tell him/her what kind they are.

Next enters a buyer. The storekeeper explains each statue and demonstrates them by touching their nose. This is their "on" button and makes them move. (Be careful, if you have a statue who is a runner, s/he may run around and turn on all the other statues.)

In the end, the buyer decides which statue s/he wishes to buy.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to write an essay titled “Someone very important in my life” using the information that you have gathered in your graphic organizers (character/personality; look/appearance).

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing the looks/appearance of a person?
- ✓ 2. Can you name some of the elements that have to be present while describing the character/personality of a person?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing a person?
- ✓ 2. Can you explain, using your own words, what is a hook?
- ✓ 3. What does it mean for you to be affectionate? When do you say that you “really love somebody”?

- ✓ 4. Can you explain why we all have people that are very important for us?

➤ 3. Application

- ✓ 1. Can you think of a group of people in this school that will have the same (or very similar) look and personality traits?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one student in the classroom) similar to .....(name of one student in the classroom) according to their look/appearance?
- ✓ 2. How is ..... (name of one student in the classroom) different to .....(name of one student in the classroom) according to their character / personality?
- ✓ 3. What is the difference in these two hooks: ..... (teacher will make reference to 2 hooks that the students have used in their compositions)?
- ✓ 4. Can you name who are the most important people in your life? Why are they so important for you?
- ✓ 5. Can you remember who was the last person to whom you said: “I love you”? Why did you say that? How did you feel at that moment?

➤ 5. Synthesis

- ✓ 1. In how many ways can you describe a person? (look/appearance & character/personality).
- ✓ 2. Can you think of different types of “love” that you have experienced in your life?

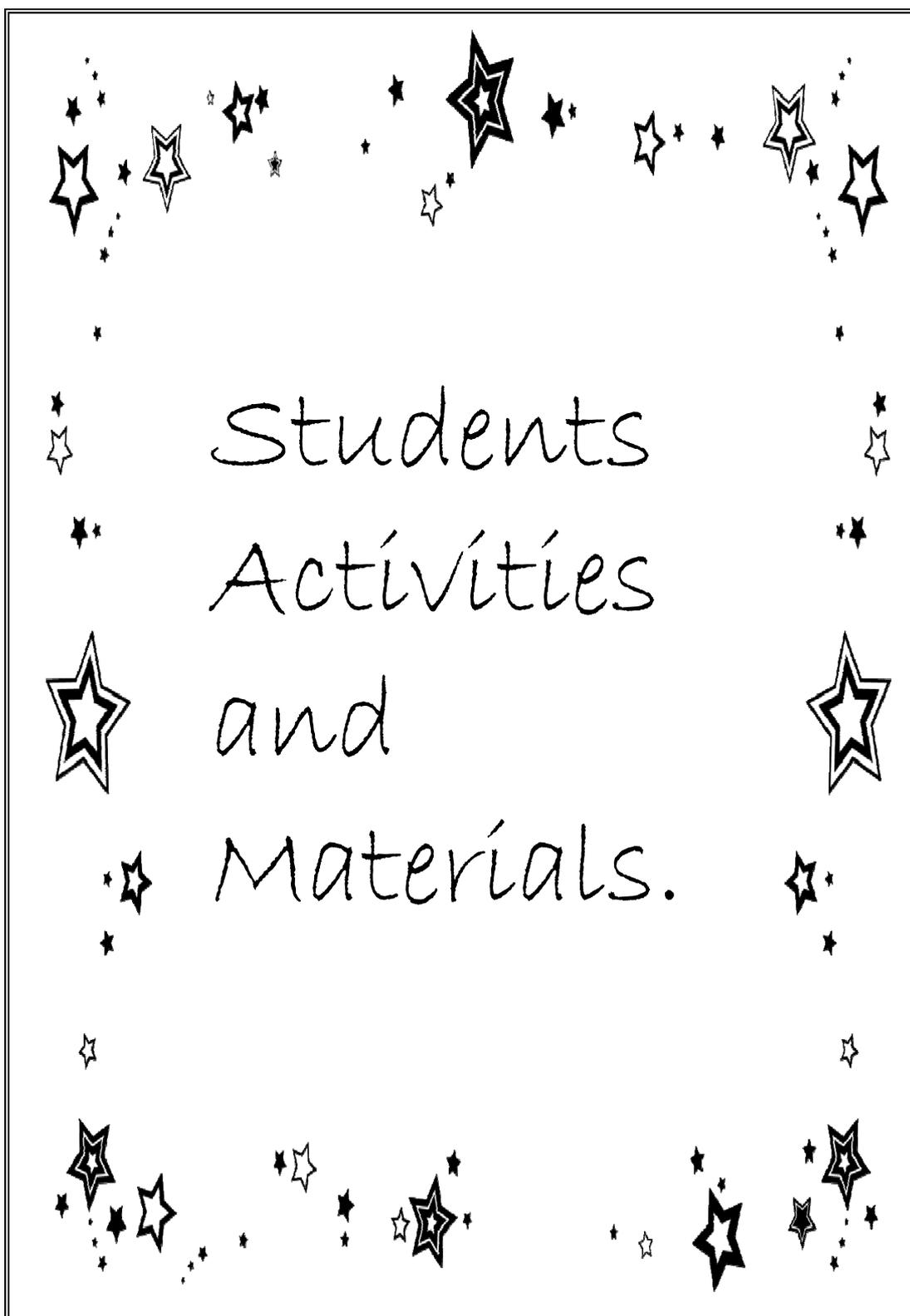
➤ 6. Evaluation

- ✓ 1. Judge the value of providing a clear physical description of a person.
- ✓ 2. How effective do you think hooks are into catching the reader’s attention and making somebody feel like reading your composition? Do you think they are really useful or, on the contrary, do you think they should be avoided? Explain why.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Activity: “Write an expository essay titled: Someone very important in my life”. (1).  
(Part 1. Fill out the graphic organizers.)**

- 1) First, read the different checklists with the information about how to describe a person’s look/appearance and character/personality. Read them with a partner using the cooperative strategy Rally Robin Reading. (See below for an explanation of this strategy).
- 2) Second, you will be working independently filling out the graphic organizers (with several pages) titled “Describing a person. Someone very important in my life”.
- 3) Third, read your copy of writing hooks (first by yourself). Next, you will be rereading that page with a partner, using again the cooperative strategy Rally Robin Reading. When finished reading you will be working as a group, using the cooperative strategy Discussion, to decide what the hook that best fits your essay is.
- 4) Fourth, start working on your composition.

Rally Robin Reading.

1. In pairs, students take turns reading.
2. You may read a sentence, paragraph, or page each depending on ability level.
3. Ask your partner(s) one comprehension and one thought question before passing the book for the partner to read.

## Activity. Bingo

## BINGO --- LOOK

<b>CRINKLY EYES</b> 			<b>FRAIL</b> 
	<b>BRAIDS</b> 		
	<b>SQUINTY EYES</b> 		
<b>CARGO PANTS</b> 			<b>CROSS-EYED</b> 

# Leads/Hooks

## 1. QUESTION



Have you ever been next to the best person in this planet? If you have, you'll know the person I am going to be talking about. If you haven't, I know you'll want to meet this wonderful human being.

## 2. DEFINITION



Happiness, when you feel like you are floating on top of a cloud; the heaven I was in for what happened that day.

## 3. QUOTE



"Tell me and I'll forget; show me and I may remember; involve me and I'll understand", said the best teacher I have ever had.

#### 4. EXAGGERATION (HYPERBOLE)



My boyfriend had told me a million times how beautiful that I was. I believed him; I knew Prince Charming would always tell the truth.

#### 5. WORDS IN CAPITALS, BOLD PRINT OR ITALICS



**WATCH OUT FOR THE DOG!** The sign warned trespassers, but we didn't take any notice of it. Guess what happened.

#### 6. ADDRESSING THE READER DIRECTLY



I'm sure you may wonder about what it's to feel like you have the best teacher of the planet. Let me tell you about my awesome teacher who makes you feel like coming to school even on the weekends.

## 7. EXCLAMATION



Wow! Was I in for a surprise! When the bell rang and we entered the class...

## 8. ONOMATOPOEIA (WORD SOUNDS LIKE MEANING)



Snap! Crackle! Pop! That was the sound of the dry twigs beneath our feet as we ran through the woods at the entrance of our school.

## 9. THOUGHT SHOT



*Ouch! I'm on the hard, cold sidewalk.  
What happened? How did I fall?*

## 10. A FUNNY STORY OR PERSONAL ANECDOTE

to set a humorous or individual tone



"If you promise not to believe everything your child says happens at school, I'll promise not to believe everything he says happens at home." That's the note my wise schoolteacher sent to all parents on the first day of school.

## 11. DESCRIBING



- 1) Look / appearance: Tall, slim, green eyes,...., that's how my (mom, dad,...) looks like.
- 2) Personality / character: relaxed, fun, enthusiastic....that's my (teacher/friend...) personality.
- 3) Using that person's speech; this is, saying something he/he says frequently: Ex. "Oh, my God..." That was her/his most recurrent sentence.

# Describing a person. 1) Look/appearance

## "Someone very important in my life" (1)

		Y	N
Name:.....			
1. HEIGHT:			
2. BUILD:			
3. AGE:			
4. FACE:			
4.1. Face Shape:			
4.2. Skin/Face/Complexion:			
5. EYES:			
5.1. Color:			
5.2. Eye expressions:			
5.3. Eye Shape and Size:			

Describing a person. 1) Look/appearance  
 "Someone very important in my life" (2)

		Y	N
Name:.....			
6. MOUTH / LIPS .....			
7. NOSE .....			
8. HAIR 8.1. Texture/Appearance: ..... 8.2. Hair Styles: ..... 8.3. Lots of hair: ..... 8.4. Little hair: ..... 8.5. Treated hair: ..... 8.6. Hair colors: .....			
9. FACIAL HAIR .....			
10. CLOTHING 10.1. Fabric: ..... 10. 2. Bottoms: ..... 10. 3. Tops: ..... 10. 4. Other clothing: .....			

Describing a person. 2) Character / personality  
 "Someone very important in my life" (3)

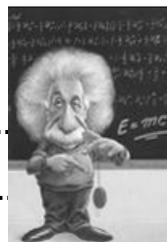
Name:.....

Y	N
	

1. INTELLECTUAL ABILITY

1.1. Possessing Ability: .....

1.2. Lacking ability: .....



2. ATTITUDES TOWARDS LIFE

2.1. Looking on the bright side or negative side of things

.....

2.2. Outward looking or inward looking

.....

2.3. Calm or not calm with regard to attitude to life

.....

2.4. Practical, not dreamy in approach to life

.....

2.5. Feeling things very intensely

.....



2.1.Y

2.1.N

.....  
2.2.Y

.....  
2.2.N

.....  
2.3.Y

.....  
2.3.N

.....  
2.4.Y

.....  
2.4.N

.....  
2.5.Y

.....  
2.5.N



3. ATTITUDES TOWARDS OTHER PEOPLE

3.1. Enjoying others' company:

.....



Describing a person. 2) Character / personality  
 "Someone very important in my life" (4)

Name:.....

Y	N
	

**3. ATTITUDES TOWARDS OTHER PEOPLE (continued)**



**3.2. Disagreeing with others:**

.....

3.2.Y

3.2.N

**3.3. Taking pleasure in others' pain:**

.....

.....  
3.3.Y

.....  
3.3.N

**3.4. Relaxed in attitude to self and others:**

.....



.....  
3.4.Y

.....  
3.4.N

**3.5. Not polite to others:**

.....

.....  
3.5.Y

.....  
3.5.N

**3.6. Telling the truth to others:**

.....

.....  
3.6.Y

.....  
3.6.N

**3.7. Unhappy if others have what one does not have oneself:**

.....

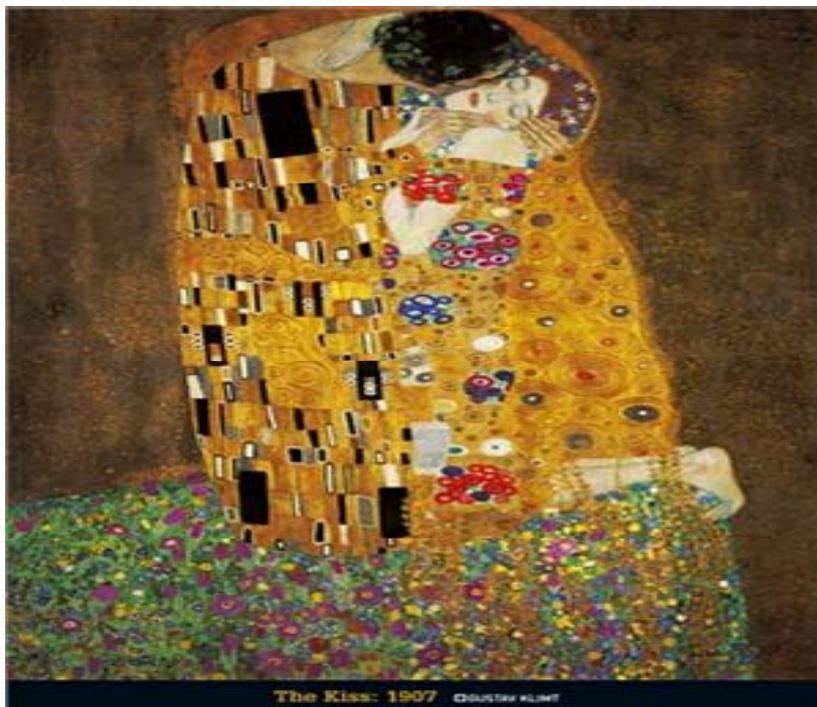


.....  
3.7.Y

.....  
3.7.N

### Interesting Fact. Love and Affection.

Painting:  
***The kiss.***  
 Author:  
***Gustav Klimt.***  
 (1862 – 1918)  
 Austrian  
 Style:  
***Art Noveau***  
 Date:  
***1907***



When someone is VERY IMPORTANT IN OUR LIFE we experience **LOVE** and **AFFECTION** for that person.

**LOVE** represents a range of human emotions and experiences. Love in its various forms acts as a major facilitator of interpersonal relationships and, owing to its central psychological importance, is one of the most common themes in the creative arts.

**AFFECTION** is popularly used to denote a feeling or type of love, amounting to more than goodwill or friendship.

A **KISS** can express either **AFFECTION** OR **LOVE**.

Maria Isabel Garcia Garrido





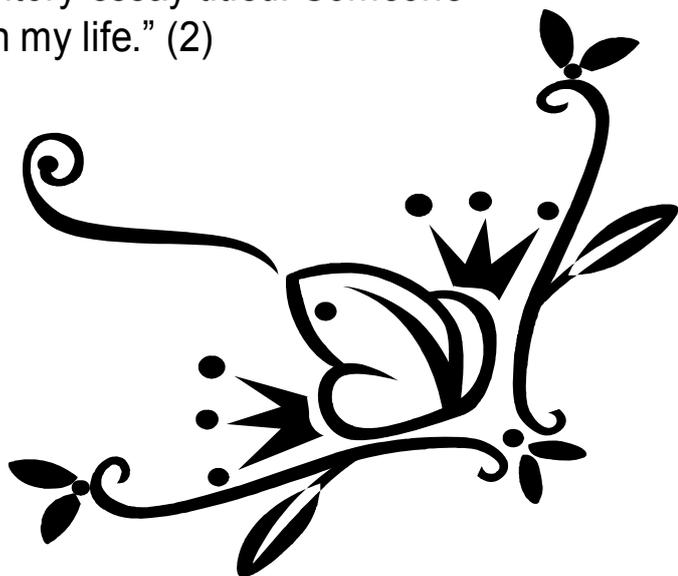
## LESSON NUMBER: 22

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (5): Describing a Person (5).

➤ **CONTEXT:**

“Write an expository essay titled: Someone very important in my life.” (2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (5): Describing a person (5).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: Someone very special in my life.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 22

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to understand concepts such as feelings and emotions.
- Students will be able to understand and apply basic components of how to describe a person.

**1.2. Language Objectives:**

- Students will be able to understand and create writing hooks.
- Students will be able to place adjectives in the right order.

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Rotating Recorder; Rally Robin Reading; Affirmation Passport. 1.2. Discussion. 2. Modeling. 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies, Connectors Sheets, Order of Adjectives Sheets, Bingo (character/personality) Sheet.

### 3.2. **Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

✓ **Review Questions:** What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ **Student Self-assessment:**

☞ **Anticipatory Activity:** "Bingo – Character / Personality." (2)

☞ **Cooperative Strategies:** Rotating Recorder

☞ **Description:** Teacher will make it interesting by:

➤ Inviting students to play bingo. The procedure will be:

- 1) The whole class will participate.
- 2) Students will be playing in pairs. Each pair will receive a bingo sheet. They will have to fill out the rest of the empty boxes with the information that appears in the checklist titled: "Describing a person. Character / personality (1-6)." In order to fill out those boxes they will use the cooperative strategy Rotating Recorder.

### 3.3. **Procedure:** 20-30 minutes

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

"Today we will continue learning about description. When we describe someone we give details about that person's looks and character. We will also continue learning about leads or hooks. A hook is what you write at the beginning of your composition. We call it hook because it should "hook" the reader and make him/her feel like reading your essay. Furthermore, we will learn about the right order of adjectives. When we are describing a person / place / event, etc., we need to use adjectives; those adjectives will be used in a particular order. Moreover, we will continue practicing how to use the information that we may have gathered in a graphic organizer in order to write a composition".

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to become more skillful at describing people, using graphic organizers and writing leading hooks. Moreover, you will be able to understand why people are important for you.”

☞ A.3. Why is this important?

“Writing a good description is essential if you want the reader to be able to see in his/her mind what are you thinking about. Also, writing a good hook is the best way of getting somebody interested in reading what you wrote. Furthermore, it is really important that you learn how to expand and connect all the ideas that you may have gathered in your graphic organizer. You will learn to use words such as: “also, furthermore, moreover, etc.” They will be some of your best allies when trying to attach all the adjectives that describe a person’s look and character”.

☞ A.4. What are the students going to do?

See students’ instructions.

**B. Teacher will model the activities.**

Teacher will model how to use the information from the graphic organizer to write whole paragraphs. Teacher will tell students they have to write in such a way that when somebody is reading their essay they can actually “see” (in the eyes of their imagination) the way that person is. Teacher will use this fragment of the students’ instructions to exemplify what he/she is talking about. (See transparencies).

Ex. Imagine that I want to talk about my father. Let’s say that one of the pages of my graphic organizer contains the following words: (See Modeling Transparency).

**C. Students Practice.**

☞ **Activity:** “Write an expository essay titled: *Someone very important in my life*”.  
(2). (Part 2. Use the information from your graphic organizers to write a composition).

☞ **Cooperative Strategies:** Rally Robin Reading, Affirmation Passport

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will ask students to review all the different checklists with the information about how to describe a person’s look/appearance and a person’s character/personality. They will read them with a partner using the cooperative strategy Rally Robin Reading.
- 2) Second, students will review (individually) all the information they wrote on their graphic organizers.

- 3) Third, using the information from their graphic organizers, students will write their composition.
- 4) Fourth, students will share with a partner using the cooperative strategy *Affirmation Passport*.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. (Same of previous lesson)

Review what a Hook is: A hook is something that we use at the very beginning of a composition. It has the intention of “hooking” the reader into reading what we wrote. (Same of previous lesson)

Review the order of adjectives and the use of connectors.

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing someone’s look/appearance? What about personality/character? Who could tell me why it is important that we use a good hook at the beginning of our composition? Do you remember what adjectives go first: age or color?

***C. Add a closing story or interesting fact.***

↳ Interesting Fact: Feelings and Emotions (See visual)

↳ Game:

*Assassin (passive / circle)*

Sit all of the children in a circle, with legs crossed. Have all children put their heads down. One person is the assassin; another person would be the police officer. The child who is the assassin "kills" all other players by winking at them. If you are winked at, silently count to 10, then put your feet in the middle of the circle. Children can act as if they really had been shot, and clutch their chest, and shake and scream. If the assassin

kills everyone, then they win. If the police officer knows who the killer is he/she will say the name of the suspect. He/she has 3 opportunities. If the police officer does not figure it out by the third time he/she says a suspect's name then the assassin is the winner of the game. A less brutal version is the sandman. Same thing, except being winked at means you take a nap.

***Inform students of topic of next lesson.***

“In the next writing lesson you will be editing and revising your partners’ compositions: Someone very important in my life”.

.....

#### **4. Assessment:**

##### **4.1. Informal:**

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### **❖ *Bloom’s Taxonomy:***

##### **➤ 1. Knowledge**

- ✓ 1. Can you name some of the elements that have to be present while describing the looks/appearance of a person?
- ✓ 2. Can you name some of the elements that have to be present while describing the character/personality of a person?
- ✓ 3. Can you tell me an adjective that you may use to describe somebody’s eyes?

##### **➤ 2. Comprehension**

- ✓ 1. Can you provide a definition for what we mean by describing a person?
- ✓ 2. Can you explain, using your own words, what is a hook?

##### **➤ 3. Application**

- ✓ 1. Can you think of a group of people in this school that will have the same (or very similar) look and personality traits?
- ✓ 2. What would be the right order of these 3 adjectives: red, wood, old?

##### **➤ 4. Analysis**

- ✓ 1. How is ..... (name of one student in the classroom) similar to .....(name of one student in the classroom) according to their look/appearance?
- ✓ 2. How is ..... (name of one student in the classroom) different to .....(name of one student in the classroom) according to their character / personality?
- ✓ 3. What is the difference in these two hooks: ..... (teacher will make reference to 2 hooks that the students have used in their compositions)?

➤ 5. Synthesis

- ✓ 1. In how many ways can you describe a person? (look/appearance & character/personality).

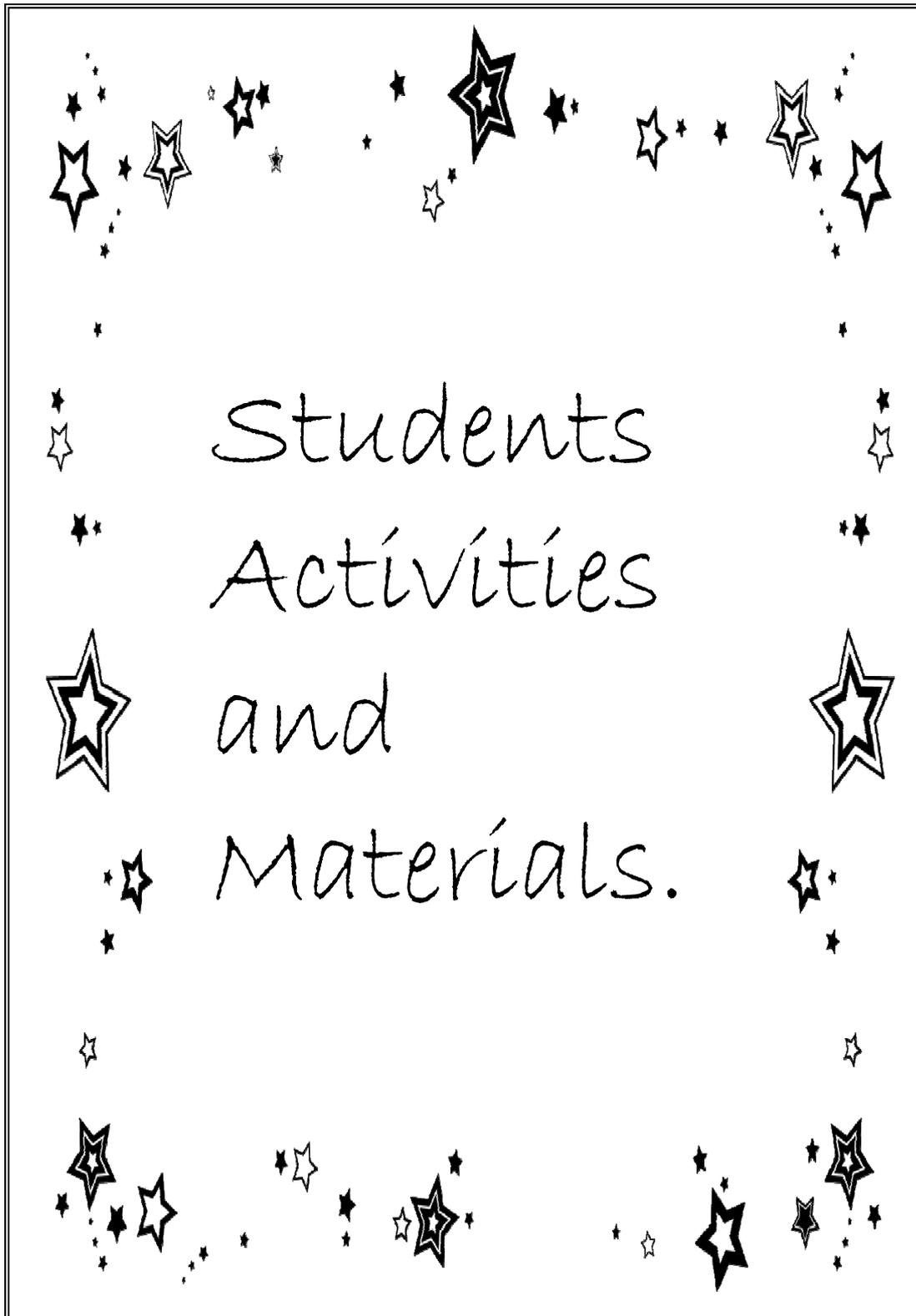
➤ 6. Evaluation

- ✓ 1. Judge the value of providing a clear physical description of a person.
- ✓ 2. How effective do you think hooks are into catching the reader's attention and making somebody feel like reading your composition? Do you think they are really useful or, on the contrary, do you think they should be avoided? Explain why.
- ✓ 3. Do you think we should all respect a particular "order" while using adjectives to describe someone?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

# BINGO --- CHARACTER

<p><b>UNCORRUPT</b></p> 			<p><b>OPTIMISTIC</b></p> 
		<p><b>INTELLIGENT</b></p> 	
		<p><b>CALM</b></p> 	
<p><b>RELAXED</b></p> 	<p><b>SOCIAL</b></p> 		

**Modeling transparencies.**

**Describing my father. By Maria Isabel Garcia Garrido.**



**1. INTELLECTUAL ABILITY**

1.1. Possessing Ability: **Intelligent.**

1.2. Lacking ability: NA (Not Applicable)

**2. ATTITUDES TOWARDS LIFE**

2.1. Looking on the bright side or negative side of things: **Optimistic.**

2.2. Outward looking or inward looking: **Extroverted.**

2.3. Calm or not calm with regard to attitude to life: **Confident.**

2.4. Practical, not dreamy in approach to life: **Down-to-earth.**

2.5. Feeling things very intensely: NA

**3. ATTITUDES TOWARDS OTHER PEOPLE**

3.1. Enjoying others' company: **Sociable.**

### **Describing my father. By Maria Isabel Garcia Garrido.**

(You have to explain why you think this way. You have to provide examples that support your ideas. You should include "real speech". Remember when somebody is talking you use inverted commas. This is a sample of what I would write).

When talking about my father's intellectual ability, I have to say my father is very **intelligent**. Even though he did not attend college, he is very literate. He knows all the capitals of the world. He is aware of the diverse political and economical situations of many different countries. He also knows a lot about history, farming, chemistry, physics, math and .... He can have a conversation about many different topics providing very interesting and reliable facts. Sometimes, you even prefer to talk to him instead of watching TV; he can be a lot more entertaining.

My father's attitude towards life is a very positive one. He is very **optimistic**. He tends to believe things will always have a positive outcome. I think this view of life is a result of his **confidence**. A perfect example, where you could see his **optimism** and his **confidence**, would be depicted by the following situation. This year, when he was planting his water melons, most people thought they were going to be a failure. On the contrary, he told my mom: "No, I know these water melons are going to be sold fast and we'll make a lot of money"; and, of course, that was the case.

Further exhibitions of his positive attitude towards life are shown by his **extroverted** character and his **down-to-earth** approach to life. On the first hand, he enjoys being surrounded by people. He loves to go out, have fun and enjoy life. My father cannot deny I am his daughter; at least, I inherited these "interests". Hahahhaha.... Also, he can provide effective solutions to problems because he is always capable of understanding the situations where he is at. (To be continued)

**Activity: “Write an expository essay titled: Someone very important in my life”. (2). (Part 2. Use the information that you gathered during the previous two lessons in your graphic organizers).**

First, read the different checklists with the information about how to describe a person’s look/appearance and character/personality. Read them with a partner using the cooperative strategy *Rally Robin Reading*. *Rally Robin Reading*. 1) In pairs, students take turns reading. 2) You may read a sentence, paragraph, or page each depending on ability level. 3) Ask your partner(s) one comprehension and one thought question before passing the book for the partner to read.

Second, you will be working independently, using the information that you gathered on the previous lesson, writing your essay. When describing the “Someone very important in my life” you have to:

- 3.1. When describing the character/personality try to:
  - a. Include examples when that particular trait has been observed.
    - i. *Example:* “My teacher is a lot of fun. She loves to play games with us and make us laugh. Also, sometimes, she is even teaching us how to dance her favorite type of music: techno.”
  - b. Include that person’s speech. Don’t forget to use quotation marks to signal that person is talking.
    - i. *Example:* “Yes, of course, you are more than welcome to come over and stay with us when your teacher is on a field trip.” Said my teacher with a big smile on her face. She made that student felt very welcome in our class. That’s just one tiny example of how convivial my teacher is.
- 3.2. When describing the look/appearance:
  - a. Pay attention to the order of adjectives. (Check your Adjectives Order Sheet).

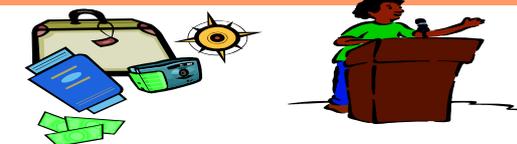
☞ Use connectors to link all your ideas.

Teacher will provide an example of how to join ideas using connectors. (See connectors list)

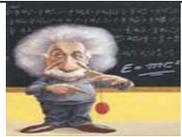
Third, when you have finished writing your composition you will share it with a partner using the strategy Affirmation Passport. (See below for a description of this strategy).

### Affirmation Passport

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. Students must give each other a positive affirmation before they contribute to the task or discussion: "I appreciate the way you used yellow to make the name stand out more. I'm going to try to use orange to .."
4. Use one of the affirmation passport cards every time that you talk.

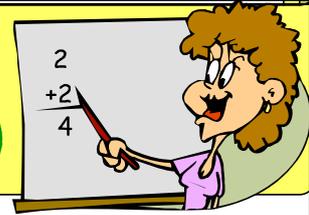
<p style="text-align: center;"><b>AFFIRMATION PASSPORT</b></p>  <p><b>AFFIRMATION / APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Thank you for sharing your information/data/facts/... with me"; it has helped me to ...". Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>AFFIRMATION PASSPORT</b></p>  <p><b>AFFIRMATION / APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "What I appreciate/ value/ am thankful for/.... is..." Note: This is just an example. You can adjust it to say something in the same line.</p>
<p style="text-align: center;"><b>AFFIRMATION PASSPORT</b></p>  <p><b>AFFIRMATION / APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Thank you for sharing your information/data/facts/... with me"; it has helped me to ...". Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>AFFIRMATION PASSPORT</b></p>  <p><b>AFFIRMATION / APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Your definition (or whatever that he/she did) has helped me to understand it better". Note: This is just an example. You can adjust it to say something in the same line.</p>

Transparency. Connectors (Adding information and Giving Example).

CONNECTORS. Adding Information. (1)	
<p><b>1. Again</b> (Meaning: In addition to the amount we know about or have mentioned already). They are paid half as much <b>again</b> as we are.</p>	
<p><b>2. Also</b> My students speak Spanish. They <b>also</b> speak English.</p>	
<p><b>3. And</b> We have played that game once, <b>and</b> now we want to play it again.</p>	
<p><b>4. As well as</b> <b>As well as</b> being very good for your health, laughing can make you feel very happy.</p>	
<p><b>5. Along with</b> <b>Along with</b> being intelligent my students are a lot of fun.</p>	
<p><b>6. Besides</b> <b>Besides</b> being intelligent and fun my students are super nice.</p>	
<p><b>7. Coupled with</b> <b>Coupled with</b> being sweet and outgoing my students are super down-to-earth.</p>	
<p><b>Maria Isabel Garcia Garrido</b></p>	

# CONNECTORS.

## Adding Information. (2)



### 8. Furthermore

Students should be on time. **Furthermore**, they must be prepared.

### 9. Likewise

Just water these plants twice a week. **Likewise** the ones in the bedroom.

### 10. In addition, in addition to, additionally.

**In addition**, my father is also a very social person.

### 11. Moreover

Cheating is dishonest. **Moreover**, it hinders students from learning.

### 12. Not only . . . but also

**Not only** did my students learn a lot of things, **but** they **also** had a lot of fun.

### 13. Similarly

Cars must stop at red traffic lights. **Similarly** (= in a similar way), bicycles should stop too.

# CONNECTORS.

## Giving Example. (1)



### 1. A case in point

My father always knows what is best for me. ***A case in point*** is when he encouraged me to come to the United States. He knew I would enjoy it. I have been truly happy living in America.



### 2. As an illustration

My father is very social. ***As an illustration***, I'll tell you that he has more than a hundred friends.



### 3. As an example / for example,

I have been to many countries. ***For example***, I have been to Australia, Canada, Mexico, and I've lived in Spain.



### 4. For instance,

My father always has good judgment. ***For instance***, he knows who are the people who are going to be elected to become the town major.



### 5. For one thing,

My students are all very well behaved. ***For one thing***, right now they are all reading silently finishing their assignment.



### 6. Other words used are:

in fact ; in this case; in particular; namely; specifically; The first (second, another, etc.) example/reason is . . . ,

**Transparency. Order of Adjectives.****ORDER OF ADJECTIVES (1)****1. DETERMINER**

Ex. lots of; a lot of; both of the; some of the; a bit of; most; a few; a great deal of; a great number of; a large amount of; a large number of; a little; a number of; all of the; all the; an abundance of; enough; few; fewer; fewest; plenty of; several; the majority of; less; more; most of the; much; neither of the; none of the; not any; one; one less; one of the; all; many; some, etc.

**2. NUMBER**

Ex. Two, three, four.....

**3. INTENSIFIER**

Ex. Very, quite, rather, somewhat, utterly, absolutely; actually; altogether; completely; considerably; entirely; exactly; fully; most; perfectly; positively; purely; really; reasonably; somewhat; thoroughly; totally; truly; very; well; wholly

**4. OPINION**

Ex. Rare; unusual; exciting; pretty; strange; fantastic; exceptional; extraordinary; magnificent; outstanding; preeminent; remarkable; singular; towering; uncommon; unusual; etc.

**5. SIZE**

Ex. Small, big, enormous, atomic, cramped, diminutive, dinky, faint, humble, imperceptible, inappreciable, incommensurable, infinitesimal, insignificant, Lilliputian, limited, little, meager, mean, microscopic, mignon, miniature, minimal, minuscule, minute, narrow, negligible, petite, picayune, pocket size, puny, remote, scant, short, slender, slight, ultramicroscopic, undersized, unimportant, wee; etc.

**6. LENGTH**

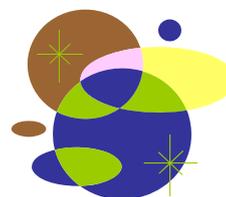
Ex. Long, short, elongated; extended; lengthy; prolonged; etc.



## ORDER OF ADJECTIVES (2)

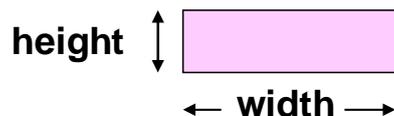
### 7. SHAPE

Ex. Circle; cone; cylinder; ellipse; hexagon; irregular shape; octagon  
oval; parallelogram; pentagon; pyramid; rectangle; semicircle;  
sphere; square; star; trapezoid; triangle (equilateral, isosceles,  
scalene); wedge; whorl



### 8. WIDTH

Ex. Narrow, thin,....



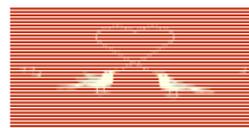
### 9. AGE

Ex. Old; young; antique; ancient; advanced; aged; elderly; senior; etc.



### 10. COLOR

Ex. Black; blue; brown; gray; green; orange; pink; purple; red; white;  
yellow; etc.



### 11. ORIGIN

Ex. Russian; German; Italian; French; American; Mexican, etc

She comes from France. She is French. Her nationality is French. She  
is a Frenchwoman. She drives a French car. She speaks French.



### 12. MATERIAL

Ex. Cloth, porcelain, plastic,..... (see list of materials)



### 13. DENOMINAL

Ex. Technological, social, chemical,.....



Maria Isabel Garcia Garrido

**Transparency. Interesting Fact.**

Painting:  
***The kiss.***  
 Author:  
**Roy Fox  
 Lichtenstein**  
 (1923 –1997)  
 American  
 Style:  
**Pop art**  
 Date:  
**1962**



When someone is **VERY IMPORTANT IN OUR LIFE** we experience **EMOTIONS** and have **FEELINGS** for that person. Many researchers distinguish feeling and emotion, where feeling refers to the subjective experience of the emotion. Some believe that emotions can occur unconsciously, and hence that emotion is a more general phenomenon than its subjective feeling. Feelings may also more narrowly refer to the experience of bodily changes.

An **EMOTION** is a mental and physiological state associated with a wide variety of feelings, thoughts, and behaviors.

The word **FEELING** has several possible definitions. The word was first used to describe the physical sensation of touch either through experience or perception. In psychology the word is usually reserved for the conscious subjective experience of emotion.

Maria Isabel Garcia Garrido



## LESSON NUMBER: 23

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.

Description (6): Describing a Person (6).

Editing.

➤ **CONTEXT:**

“Review your partners’ compositions:  
Someone very important in my life.”





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (6): Describing a Person (6). Editing.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Revise your partners’ compositions: Someone very important in my life”.

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 23

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to experience a sense of autonomy by personally choosing one or more skill areas they would like to have evaluated during a specific assignment.
- Teacher will be able to support students’ competence by enabling students to concentrate on specific skills they want to improve.
- Students will be able to name the capitals of four countries (Kenya – Nairobi; Argentina – Buenos Aires; Thailand – Bangkok; Great Britain – London) along with a very important monument/place of interest in each one of those countries ( see list in section. 3.1. materials – pictures).

**1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. All around the world; 2. Modeling. 2. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies, maps (Africa, Asia, South America, Europe) pictures of important monuments/place of interest of the world (1. Uhuru Monument. Kenya – Nairobi; 2. Casa Rosada. Argentina – Buenos Aires; 3. Wat Arun Temple. Thailand – Bangkok; 4. Big Ben. Great Britain – London ).

### **3.2. Introductory Set:**

☞ ***Review of previous lesson:*** (repeat generalizations and have students support them with facts).

- ✓ ***Review Questions:*** What did we learn during the previous lesson? (Teacher will use Bloom’s Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ ***Student Self-assessment:***

☞ ***Introductory Activity:*** “Check it out.”

☞ ***Cooperative Strategies:*** Discussion

☞ ***Description:*** Teacher will make it interesting by:

- Inviting students to create a “check it out list” with the things they want their partners to evaluate or edit. The procedure will be:
  - 1) Each student will attach this list to the front of their papers. When they meet with their partners, to review their compositions, they will use this checklist to make comments and or suggestions.
  - 2) Teacher will encourage students to decorate their check list and make it appealing and fun.
  - 3) Teacher will show students a transparency with a checklist so students can have an idea of how to compose their own.
  - 4) When the “check it out list” is completed, students will discuss the benefits of deciding what the skills they want their partners to evaluate are.

### **3.3. Procedure:** 20-30 minutes

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about editing. When we are editing we are checking for the best ways to write something. We pay attention to word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson, you will be able to think about ways of improving your future compositions.”

☞ A.3. Why is this important?

“This will help you to learn to write easily and to become the future James Joyce, Virginia Woolf, etc. of the future”.

☞ A.4. What are the students going to do?

“You will be revising and editing your partners’ composition from the previous lesson (see: “Someone very important in my life”). You will have to use all the information that we have learned about how to describe someone, the order of adjectives, the use of connectors (adding information and giving example), and your partners’ “check out list” to review somebody’s paper. (Teacher will review those concepts using the transparencies used during previous lessons).”

### ***B. Teacher will model the activities.***

First, using the overhead projector, teacher will review the elements that have to be present when describing a person. Since students have been studying this topic during several lessons, and in order to speed up the process, teacher will only review the elements that have to be present without entering into a detailed description of them. (See transparencies below).

Second, teacher will show students (using the overhead) the sheets with the order of adjectives and the sheets with the connectors.

Third, teacher will invite a volunteer to come to the blackboard. Teacher will make a transparency of his / her composition. Using his / her “check it out list” the whole class will edit his / her paper.

### **C. Students Practice.**

☞ **Activity:** “Revise your partners’ compositions: Someone very important in my life.”

☞ **Cooperative Strategies:** All around the world

☞ **Description:** (See section A.4.)

- Teacher will invite students to work with different partners revising / editing the essay they wrote during the previous lesson. (Someone very important in my life).
  - 1) Students will fill out an “All around the world” sheet with the names of the students that are going to be revising their essays. (See students’ instructions for a detailed explanation).
  - 2) Teacher will set the timer for 5 minutes. During that time, students will move around the room looking for 4 different students who will be revising / editing their essays.
  - 3) Teacher will tell students they will be meeting 4 times with 4 different students. They will be revising each others’ essay for 5 minutes each time. Teacher will use music as a way to tell students their revising / editing time is up.

### **3.4. Closure of the lesson:** (cover all objectives)

#### **A. Repeat overall big picture of what students were supposed to learn.**

Review what description is: “When we describe someone we include details about that person’s look and character”.

Review what editing/revising is: “When we are editing / revising a document we pay special attention to: spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense and word usage.

#### **B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:**

Who could tell me what describing a person is? Who could tell me what some of the elements we have to pay attention to when we are editing / revising a text are? (Bloom’s Taxonomy: Knowledge)

#### **C. Add a closing story or interesting fact.**

☞ Inspirational Quote:

Teacher will say something like: “I am sure you all have been involved in a conversation with your parents where you had to say: “But why can’t I do what I want?” At that point, what you were expressing was your desire to determine your own behavior; this is the need to feel autonomous and to have control over your life. If you want this to be the case, this is, to be able to behave the way you want to behave, you need to learn to make good decisions. Because, as Isaac Asimov would say: “No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be. . .”

(See visual)

☞ Game:

*Ghost (passive)*

Three or four players are chosen to be the ghosts. The rest of the group needs to scatter across the playing space and choose a spot to stand in. All players need to close their eyes. The ghosts will roam about the playing space. They will try to kill the people by standing close behind the players for 10 seconds without them knowing. If this happens, the ghost will tap them on their head and they will sit down quietly. If a person suspects a person behind them, they would ask, "Is there a ghost behind me?" If they are right then they become a ghost. If they are wrong they are out and should sit down. This is a great game is you want to quiet your camp down.

***Inform students of topic of next lesson.***

“In the next writing lesson you are going to start gathering information to write an expository text (descriptive) talking about what your future job will be”.

---

#### **4. Assessment:**

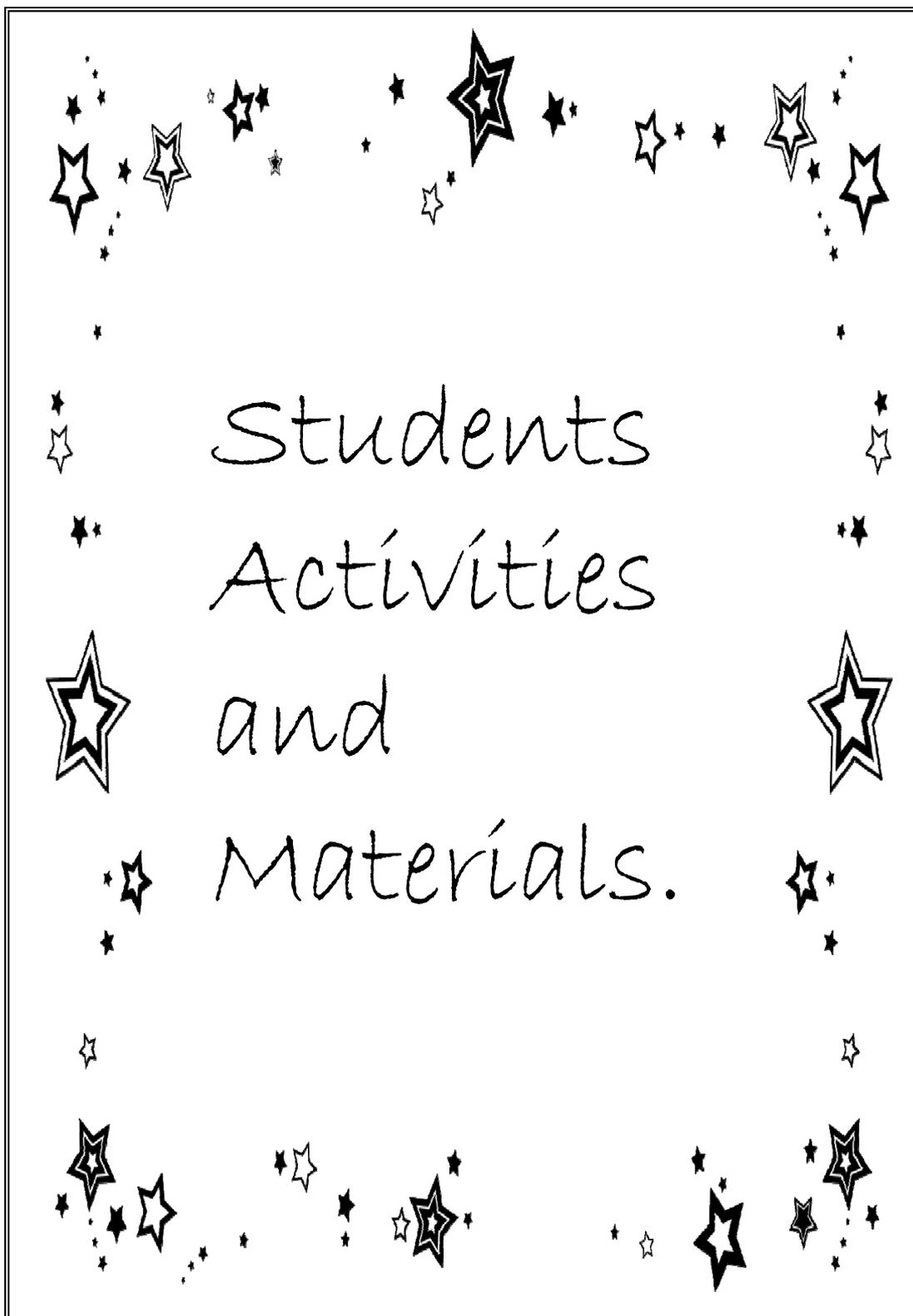
##### 4.1. Informal:

4.1.1. ***Student self assessment using Multiple Intelligences Theory.***

4.1.2. ***Check it out list.*** Taking into account the “check it out list” students will reflect on their own performance. They will put in writing what their strengths and weaknesses are. They will turn that paper to the teacher. (We will be conducting this type of assessment, and avoiding teacher’s questions, in order to promote student’s autonomy and self-awareness; which was part of the content objectives for this lesson).

##### 4.2. Formal:

4.2.1. ***Observation:*** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Anticipatory Activity. Check it out list.

# CHECK IT OUT LIST.

Name: .....

Capitals .....



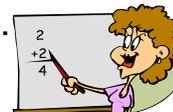
Complete Sentences.....



Punctuation.....



Presence of connectors.....



Order of Adjectives.....



Descriptive adjectives (look).....



Descriptive adjectives (character).....



**Activity: “Revise your partners’ compositions: Someone very important in my life.”**

1. Read, with your partner, the essay you wrote during the previous lesson.  
 2. Next, you will revise / edit some of your partner’s essays using the cooperative strategy: *All around the world*: This is how you will use this strategy:

- I. Each student will get an “All around the world” sheet. (One sheet per student).
- II. When teacher invites you to do so, you will move around the room and will fill out the dotted lines with the names of the students you are going to meet with (only one student at a time) in each country.
- III. No repetitions are allowed. Example. If you meet with your partner Julisa in London, United Kingdom, you can not meet with her in Bangkok, Thailand.
- IV. Number your meeting places.

2. Once you have your “All Around the World” sheet filled out you will start the activity.

- I. You will meet 4 times. Each of your meetings will last 5 minutes.
- II. The teacher will announce: “Go to meeting number .....”.
- III. Teacher will display the pictures of these countries in 4 different corners of the room. When the teacher says meet with your partner in ..... you will stand up and will work with your partners in that country (location of the room).
- IV. During your meeting time, you will trade papers with your partners. Example: If you are meeting with Michael in Buenos Aires, Argentina, you will give him your composition and he will give you his. During those 5 minutes, you have to read each other’s composition and make suggestions as to how to improve it following the “check it out list”.
- V. You will repeat this process during the four times that you will meet with your partners.

3. Remember that no negative comments are allowed. Always smile when you are talking with a partner. Express your appreciation when somebody writes a good comment about you. Example: say: “Thank you” and “You are welcome”

4. The teacher will use music to tell you it is time for you to attend your next meeting.

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person (1)



	Y 	N 
<b>1. PERSON</b>		
<b>1. LOOK / APPEARANCE.</b> You have to talk about:		
<b>1. HEIGHT</b>		
<b>2. BUILD</b>		
<b>3. AGE</b>		
<b>4. FACE:</b> <b>4.1. Face Shape</b> <b>4.2. Skin/Face/Complexion</b>		
<b>5. EYES:</b> <b>5.1. Color:</b> <b>5.2. Eye expressions</b> <b>5.3. Eye Shape and Size</b>		
<b>6. MOUTH / LIPS</b>		
<b>7. NOSE</b>		
<b>8. HAIR</b> <b>8.1. Texture/Appearance</b> <b>8.2. Hair Styles</b> <b>8.3. Lots of hair</b> <b>8.4. Little hair</b> <b>8.5. Treated hair</b> <b>8.6. Hair colors</b>		
<b>9. FACIAL HAIR</b>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person (2)



	Y 	N 
<b>1. PERSON</b> 1. LOOK / APPEARANCE. (continued)		
<b>10. CLOTHING</b> 10.1. Fabric 10.2. Bottoms 10.3. Tops 10.4. Other clothing		
<b>2. CHARACTER.</b> You have to talk about:		
<b>1. INTELLECTUAL ABILITY</b> 1.1. Possessing Ability: 1.2. Lacking ability:		
<b>2. ATTITUDES TOWARDS LIFE</b> 2.1. Looking on the bright side or negative side of things 2.2. Outward looking or inward looking 2.3. Calm or not calm with regard to attitude to life 2.4. Practical, not dreamy in approach to life 2.5. Feeling things very intensely		
<b>3. ATTITUDES TOWARDS OTHER PEOPLE</b> 3.1. Enjoying others' company: 3.2. Disagreeing with others: 3.3. Taking pleasure in others' pain: 3.4. Relaxed in attitude to self and others: 3.5. Not polite to others: 3.6. Telling the truth to others: 3.7. Unhappy if others have what one does not have oneself:		

MARIA ISABEL GARCIA GARRIDO

All Around the World. Posters to be displayed in four different corners of the classroom.

**ALL AROUND THE WORLD (3)**



Meeting in London, United Kingdom, with.....

Meeting in Bangkok, Thailand, with.....

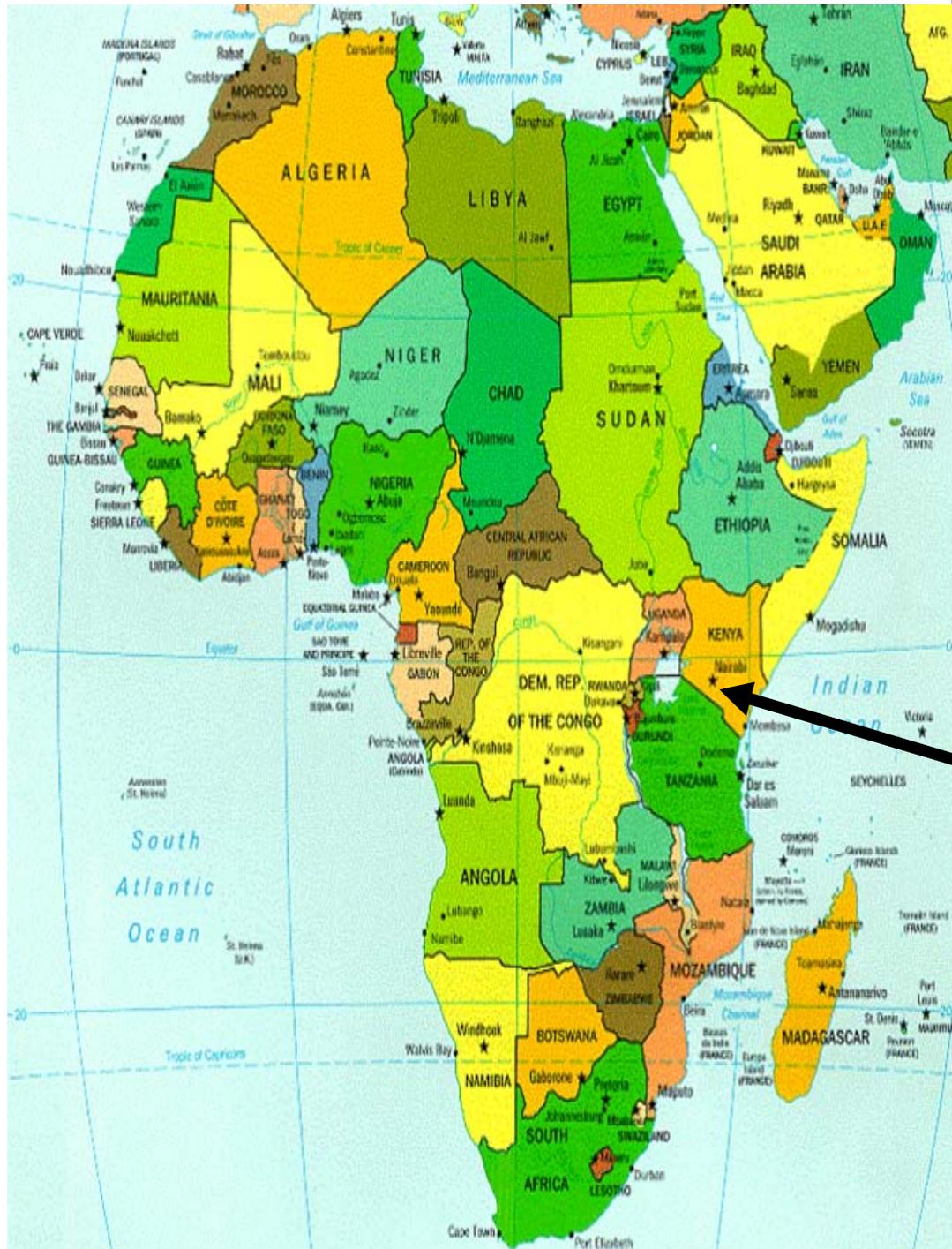


Meeting in Buenos Aires, Argentina, with.....

Meeting in Nairobi, Kenya, with.....

**Maria Isabel Garcia Garrido**

## MEETING IN AFRICA. NAIROBI. KENYA.



Maria Isabel Garcia Garrido

# MEETING IN AFRICA. NAIROBI. KENYA

## UHURU MONUMENT

This was built in 1973 as a commemorative monument to independence. An ihara tree marks the spot where the national flag was first hoisted on 12 December 1963. Surrounding the tree is a map of Kenya showing its different provinces. Two other monuments, laid by President Daniel Moi, commemorate 20 and 25 years of independence. Langata Road, near Wilson Airport.

<http://www.nairobicity.org/>



*Maria Isabel Garcia Garrido*



# MEETING IN SOUTH AMERICA. BUENOS AIRES. ARGENTINA

## LA CASA ROSADA

(Spanish for "the Pink House"), officially known as the **Casa de Gobierno** ("Government House") or **Palacio Presidencial** ("The Presidential Palace"), is the official seat of the executive branch of the government of Argentina. (When not working at the Casa Rosada, the president resides in a compound in Olivos, Buenos Aires.)

[www.wikipedia.com](http://www.wikipedia.com)



Maria Isabel Garcia Garrido

# MEETING IN ASIA. BANGKOK. THAILAND.



Maria Isabel Garcia Garrido

# MEETING IN ASIA. BANGKOK, THAILAND.

## WAT ARUN TEMPLE

The famous **Wat Arun** (วัดอรุณ), perhaps better known as the Temple of the Dawn, is one of the best known landmarks and one of the most published images of Bangkok. It consists of a massive elongated *prang* (Khmer-style tower), and is surrounded by four smaller *prangs*. The *prang* is described by the Tourism Authority of Thailand as 104m high, while most other sources quote figures around 80-85m. It is decorated by bits of porcelain which had previously been used as ballast by boats coming to Bangkok from China, a hallmark of the reign of King Rama III. The Wat had a brief period as host of the celebrated Emerald Buddha, which now resides in nearby Wat Phra Kaew.

<http://www.into-asia.com/bangkok/attractions/watarun.php>



Maria Isabel Garcia Garrido

# MEETING IN EUROPE. LONDON. UNITED KINGDOM.



Maria Isabel Garcia Garrido

# MEETING IN EUROPE. LONDON, GREAT BRITAIN.

## **BIG BEN**

The Houses of Parliament and the clock tower are one of London's iconic landmarks. The building is known as the Palace of Westminster and the clock tower is sometimes called St Stephen's Tower, although it is commonly referred to as Big Ben. Big Ben is actually the massive bell inside the clock tower, which weighs in at over 13 tons (13,760 kg).

<http://www.visitlondon.com/attractions/culture/big-ben>



*Maria Isabel Garcia Garrido*

**Inspirational Quote.**

**STUDENTS' AUTONOMY RELATED TO GOOD DECISION MAKING.**



We all want to be **AUTONOMOUS**; which means we all want to be independent and make our own decisions. It is then when we must know how to **MAKE GOOD DECISIONS** because.....

*“No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be. . .”*

**Quote by: Isaac Asimov.** (1920-1992). Russian-born American author and professor of biochemistry, a highly successful writer, best known for his works of science fiction and for his popular science books.

[www.wikipedia.com](http://www.wikipedia.com)

<http://dictionary.cambridge.org/>

<http://www.quoteworld.org/quotes/646>

**Maria Isabel Garcia Garrido**



## LESSON NUMBER: 24

➤ **TOPIC OF THE LESSON:**

Learn about expository writing.

Description (7): Describing an Object (1).

➤ **CONTEXT:**

“Write an expository essay titled: My future job.” (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (7): Describing an Object (1).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My future job.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 24

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

**SOCIO EMOTIONAL DEVELOPMENT**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.2a. Describe personal skills and interests that one wants to develop.

- Students will be able to express their personal preferences in career choice. (These activities are designed to support student autonomy and self-awareness within the context of career choice).

**1.2. Language Objectives:**

- Students will be able to use descriptive adjectives and place them in the right order.

- Students will be able to list, verbally and in written form, the main elements that have to be present while describing an object.

- STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Showdown; 1.2. Similarity Groups; 1.3. Numbered Heads Together; 4S Brainstorming. 2. Modeling. 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies, jobs picture cards.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

✓ **Review Questions:** What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ **Student Self-assessment:**

☞ **Anticipatory Activity:** "Guess my job." (1)

☞ **Cooperative Strategies:** Showdown

☞ **Description:** Teacher will make it interesting by:

➤ Inviting students to guess the "secret job".

1) The teacher distributes materials to each group; these are:

- A) 3 different plastic bags. Each plastic bag contains 10 pictures that describe one job.
- B) They will also get an empty sheet (with marked boxes) where they will be placing all the pictures.
- C) Think pad slips (small slips of colored paper) for each team member to each group.

2) The teacher selects one student in each group to be the showdown captain for the first round and asks him/her to get plastic bag number 1. He/she will get one of the picture cards from the plastic bag and put it on one of the empty boxes.

3) Next, he/she will pass the think pad slips to each team member. They will try to guess, by looking at that picture, what the "secret job" is. Then each team member will answer the question individually on their think pad slips and turn their answers facedown on the table in front of them.

4) When the teacher gives the showdown signal, all team members will reveal their responses at once. If all are correct, the team will get 5 team points. If not, the team will coach their team members to correct their answers and will then receive one team point.

- 5) Team members will celebrate.
- 6) The student at the left of the showdown captain will become showdown captain for the next round.
- 7) Repeat from step 2 for each round.

➤ Answers: job 1: doctor; job 2: police officer; job 3: hairstylist.

### **3.3. Procedure:** 20-30 minutes

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about expository writing. A description is a type of expository writing. Teacher will use transparencies, from previous lessons, to review what we have learned about this type of writing. Today we are going to focus on describing objects.

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to learn to describe objects.”

☞ A.3. Why is this important?

“Writing a good description will help the reader to see (in the eyes of his/her imagination) what you are talking about.”

☞ A.4. What are the students going to do?

“Today you will be discussing with your partners about the objects that are involved in the job that you would like to have. Also, if that job has a uniform you will describe it too”.

***B. Teacher will model the activities.***

First, teacher will show a transparency with all the different objects that are involved in teaching. (See transparency: I am a teacher).

Second, teacher will show students the transparencies with the check lists of the descriptive adjectives to mention when we are describing an object. (See transparency: Describing an object).

Third, teacher will invite students to describe the objects the teacher uses in the classroom (the ones that appear in the transparency titled “I am a teacher”) following the check lists (Describing an object).

Fourth, teacher will remind students that if their job has a particular uniform they can use the check list titled: “Describing a person: Look. (7-9).” (Those check lists were given to students during previous lessons).

### ***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My future job*”. (1). (Part 1. Gather information about the objects (and uniform, if needed) that you would be using at that job.)

☞ **Cooperative Strategies:** Similarity Groups; Numbered Heads Together; 4S Brainstorming (See: Detective Co-workers Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will ask students to think about the job they would like to have in the future. They will write that in a big piece of paper.
- 2) Second, using the cooperative strategy Similarity Groups, students will move around the room and will meet with other partners who feel like having the same job.
- 3) Third, using the cooperative strategy 4S Brainstorming, students will brainstorm all the possible objects or uniforms that could be involved in the job they want to do in the future.
- 4) Fourth, students will have to figure out what type(s) of intelligence(s) are the ones that are displayed in that particular job. Students will communicate their findings (type of intelligence) using the cooperative strategy Numbered Heads Together.

### **3.4. Closure of the lesson: 2-5 minutes (cover all objectives)**

#### ***A. Repeat overall big picture of what students were supposed to learn.***

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. (Same of previous lesson)

***B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an object that you may find in your future work place?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact / Thought: *WHAT THE FUTURE HOLDS. AROUND THE WORLD IN EIGHTY DAYS*

Before introducing the transparency, the teacher will have students reflecting about “what the future holds”. He/she could say something like:

“Sometimes, we imagine there will be many different types of robots and very specialized machines in the future that will make our lives a lot easier. On the contrary, there are also occasions when we may think the future is just part of our imagination. Consequently, we consider that all those “gadgets” we believe will be in the future are only part of our dreams. Well, you never know. Jules Verne used to write about what he thought would be in the future, like for example: a “submarine” or “people traveling around the world in 80 days”. Do you think those things are only part of our imagination now?”

**Game:**

*Good Morning Captain* (passive)

The captain sits slightly apart from the group and is blindfolded. The leader indicates a player who says "Good Morning Captain!" The captain tries to name the speaker. If he responds "I said good morning captain!" If the captain correctly identifies the speaker he retains his position. If not the player becomes the new captain. Players should try to disguise their voices.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to write the descriptions of all the objects that will be involved in your future job. If time allows that, you will also be drawing those objects.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. **Check for understanding:** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ **Bloom's Taxonomy:**

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing an object or uniform?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing an object?

➤ 3. Application

- ✓ 1. Can you think of a group of objects in this school that will have the same (or very similar) characteristics?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one object in the classroom) similar to .....(name of one object in the classroom) according to their look/appearance?

➤ 5. Synthesis

- ✓ 1. Why not composing a song/poem/game/collage/etc about all the elements you should include while describing your future job?
- ✓ 2. Why don't you devise your own list to remind you all the steps that have to be followed while describing a job?

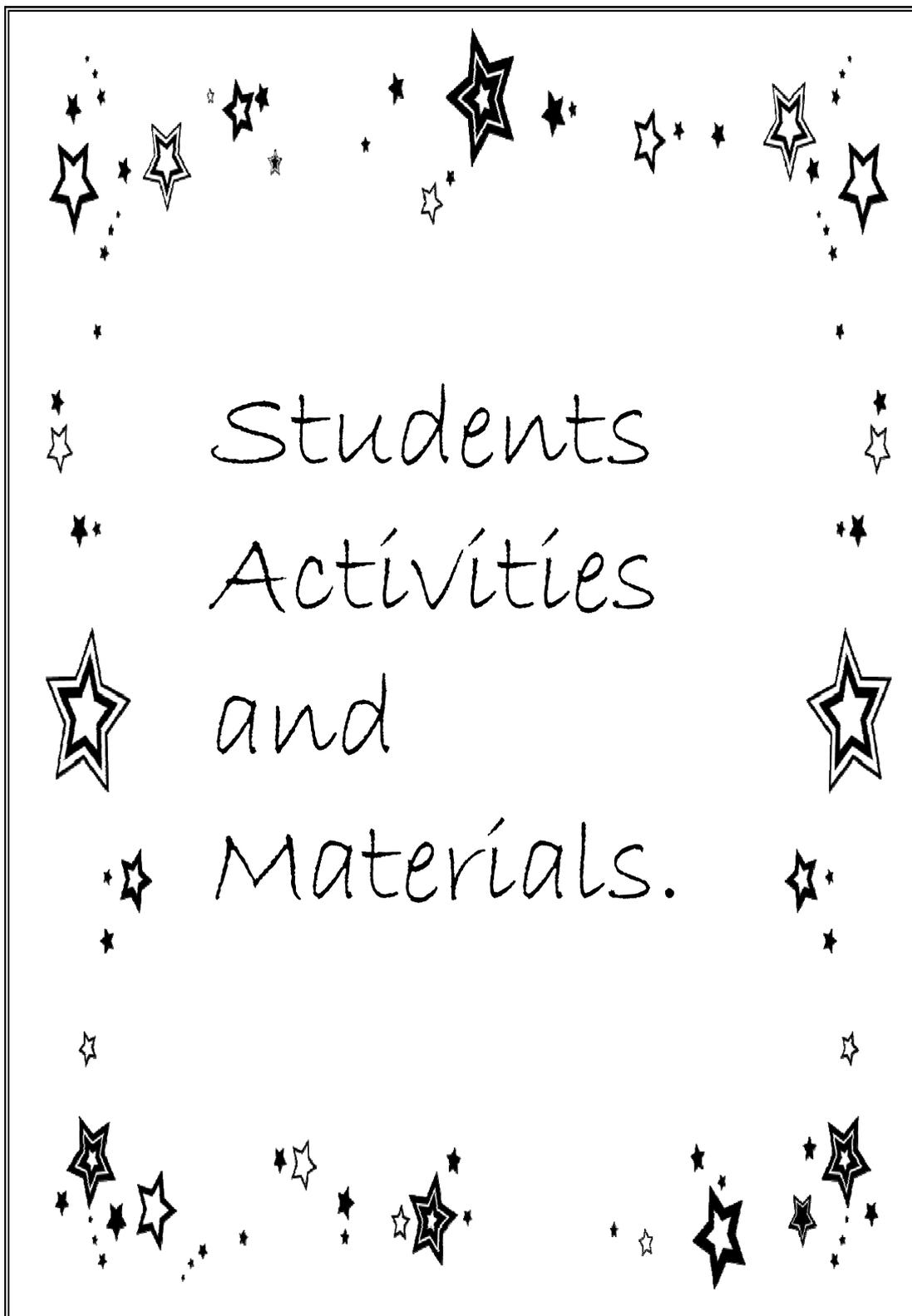
➤ 6. Evaluation

- ✓ 1. Judge the value of providing a clear description of an object.

4.1.3. **Student self assessment using Multiple Intelligences Theory.**

4.2. Formal:

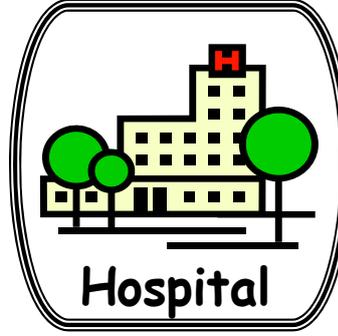
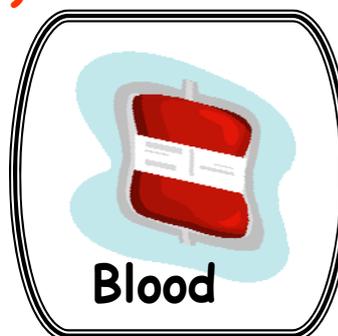
4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

Introductory Activity. Guess my job.

What is my job? (1)



I'M A .....



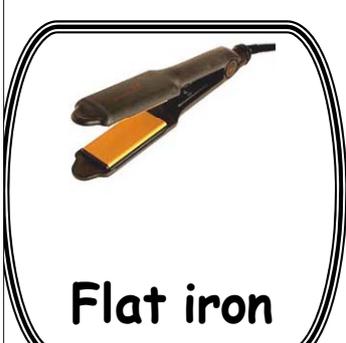
# What is my job? (2)



I'M A .....



### What is my job? (3)



I'M A

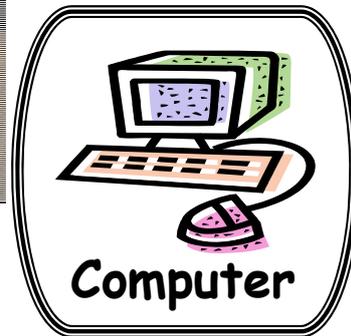
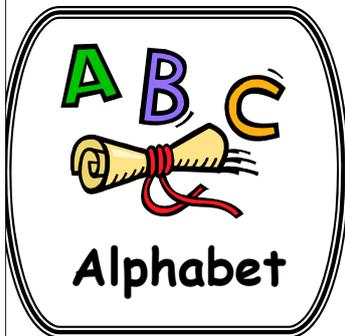
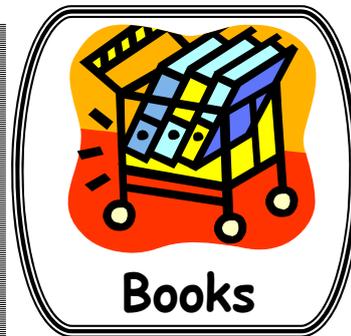
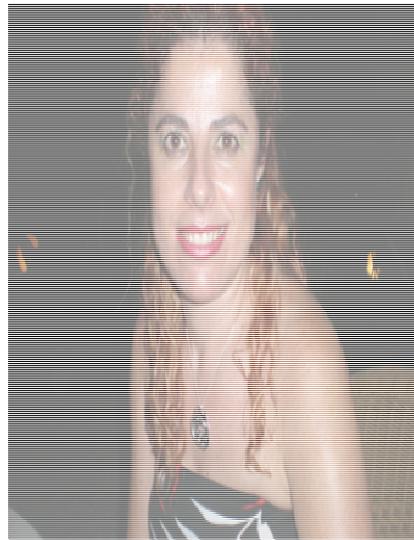
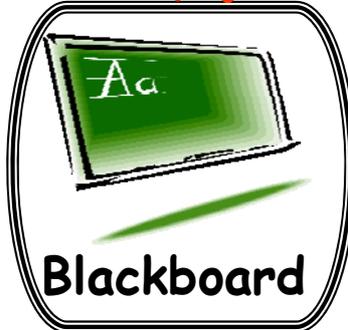
What is my job?

A grid of 12 empty rounded rectangular boxes, arranged in 4 rows and 3 columns. The boxes are intended for drawing or writing. A red dotted line starts from the text 'I'M A' and points towards the top-right box in the second row.

I'M A

Modeling Transparency. I am a teacher.

### What is my job?



I'M A  
TEACHER



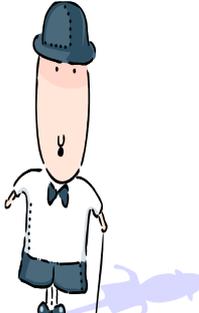
Transparencies. Describing and object.

## EXPOSITORY ESSAY.

### 3. DESCRIPTION.

#### 2.2. Describing an OBJECT (1)



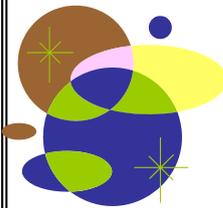
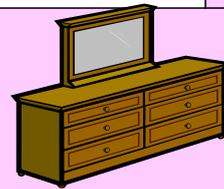
	Y	N
		
 <p><b>1. OPINION</b></p> <p>Ex. Rare; unusual; exciting; pretty; strange; fantastic; exceptional; extraordinary; magnificent; outstanding; preeminent; remarkable; singular; towering; uncommon; unusual; etc.</p>		
 <p><b>2. SIZE</b></p> <p>Ex. Small, big, enormous, atomic, cramped, diminutive, dinky, faint, humble, imperceptible, inappreciable, incommensurable, infinitesimal, insignificant, Lilliputian, limited, little, meager, mean, microscopic, mignon, miniature, minimal, minuscule, minute, narrow, negligible, petite, picayune, pocket size, puny, remote, scant, short, slender, slight, ultramicroscopic, undersized, unimportant, wee; etc.</p>		
 <p><b>3. LENGTH</b></p> <p>Ex. Long, short, elongated; extended; lengthy; prolonged; etc.</p>		
 <p><b>4. SHAPE</b></p> <p>Ex. Circle; cone; cylinder; ellipse; hexagon; irregular shape; octagon; oval; parallelogram; pentagon; pyramid;</p>		

**MARIA ISABEL GARCIA GARRIDO**

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an OBJECT (2)

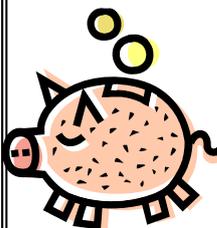
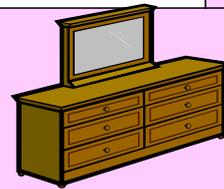


	Y	N
<b>4. SHAPE (continued)</b> Ex. rectangle; semicircle; sphere; square; star; trapezoid; triangle (equilateral, isosceles, scalene); wedge; whorl; etc.		
<b>5. WIDTH</b> Ex. Narrow, thin,....		
<b>6. AGE</b> Ex. Old; young; antique; ancient; advanced; aged; elderly; senior; etc.		
<b>7. COLOR</b> Ex. Black; blue; brown; gray; green; orange; pink; purple; red; white; yellow; etc.		
<b>8. ORIGIN</b> Ex. Russian; German; Italian; French; American; Mexican, etc. It is Italian made.		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an OBJECT (3)



#### 9. MATERIAL

Ex. Cloth, porcelain, plastic,.....

#### 10. DENOMINAL

Ex. Technological, social, chemical,.....

#### 11. PARTS (What are they?)

Ex. Bicycle:

- Axle (An axle is a central shaft for a rotating wheel or gear);
- 2. Brake (used to stop the bicycle);
- Frame (the main component of a bicycle, onto which wheels and other components are fitted);
- 3. Headset or head set (the bearings that form the interface between the frame and fork steerer tube);
- 4. Pedal;
- 5. Reflector;
- 6. Seat;
- 7. Tire;
- 8. Wheel, etc.

**Tip. If you are not sure of all the parts of an object just go to [www.google.com](http://www.google.com) and type: "parts of (name of the object)".**

#### 12. FUNCTIONS (Uses)

#### 13. OTHER:

Ex. Price.

Y	N

**Activity: “Write an expository essay titled: My future job”. (1). (Part 1. Gather information about the objects (and uniform, if needed) that you would be using at that job.)**

1. Think about the job you would like to have in the future. Write that, in big letters, in a large piece of paper.

2. When the teacher invites you to do so, you will work with your partners using the cooperative strategy *Similarity Groups*. This is what you will do:

2.1.) Hold the piece of paper, where you wrote the job you want to do in the future, up high so everybody can see it.

2.2.) Move around the room and meet with other partners who feel like having the same job. Discuss with them what you like the most about that job.

3. Third, using the cooperative strategy *4S Brainstorming*, you will be working with your partners (those who feel like having the same job you want to have) thinking about all the possible objects or uniforms that could be involved in the job you want to do in the future. Write on a piece of paper everything that the whole group has been brainstorming. When finished, please, use the “Detective Coworkers Role Sheet” to tell the teacher how you have contributed to this group activity. (See Detective Coworkers Role Sheet below).

4. Fourth, once you have finished brainstorming, and you all have written (on the Role Sheet) about your contribution to this activity, you all will be considering what is(are) the type(s) of multiple intelligences that best describe this particular job that you all like. You will share with the rest of the class using the cooperative strategy *Numbered Heads Together*.

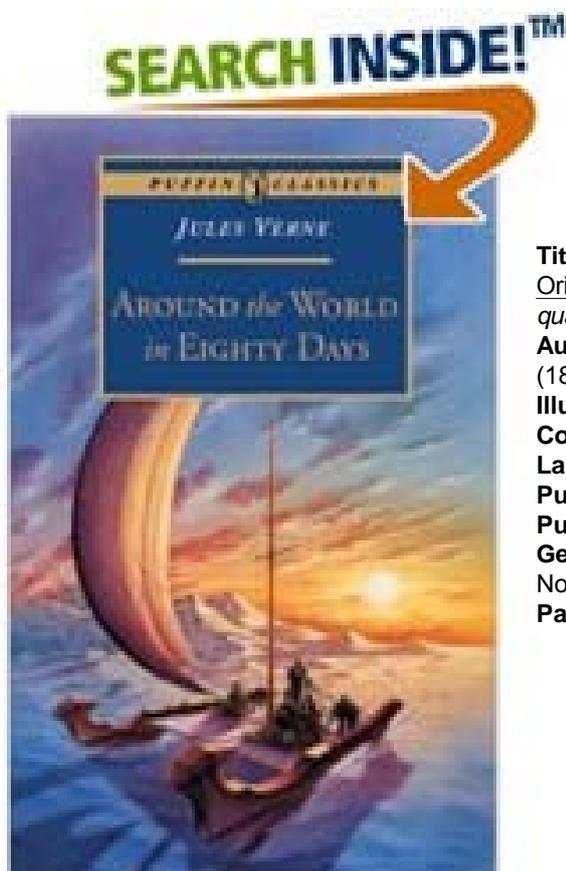
**Detective Co-workers** (Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).

When the activity is finished, each of you has to write something that you have done to contribute to the team.

Name:	Job:
	<p>1. <b><u>Chief Detective</u></b>: is responsible for keeping the group on the assigned task at hand. S/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <b><u>Recorder</u></b>: writes out the solutions to problems for the group to use as notes or to submit to the instructor.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <b><u>Reporter</u></b>: gives oral responses to the class about the group's activities or conclusions.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <b><u>Supervisor</u></b>: is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Inspirational Quote.**

*WHAT THE FUTURE HOLDS (1).*



**Title:** Around the world in eighty days.

**Original Title:** *Le tour du monde en quatre-vingts jours*

**Author:** Jules Verne (French) (1828-1905)

**Illustrator:** De Neuville and Benett

**Country:** France

**Language:** French

**Publisher:** Pierre-Jules Hetzel

**Publication date:** January 30, 1873

**Genre:** Adventure / Science Fiction Novel

**Pages:** 217

**AROUND THE WORLD IN EIGHTY DAYS**

The story is about an eccentric Englishman named Phileas Fogg who makes a twenty thousand pound bet with five of his rich country club friends to travel around the world in eighty days with his trusty servant Passepartout a Frenchman. Along the way they have to overcome many obstacles. Fogg spends most of his fortune overcoming these obstacles and if they don't win...



## LESSON NUMBER: 25

➤ **TOPIC OF THE LESSON:**

Learn about expository writing.

Description (8): Describing and Object (2)

➤ **CONTEXT:**

“Write an expository essay titled: My future job.” (2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (8): Describing and Object (2).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My future job.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 25

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Same of previous lesson.

#### **1.2. Language Objectives:**

##### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Showdown; 1.2. Round Robin Reading; 1.3. Numbered Heads Together; 1.4. Rotating Recorder. 2. Modeling. 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, jobs picture cards.

#### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).
- ✓ Student Self-assessment:

☞ **Introductory Activity**: "Guess my job" (2) (Same game of previous lesson but with different jobs so students get familiar with more vocabulary related to different professions. See below).

☞ **Cooperative Strategies**: Showdown

☞ **Description**: Teacher will make it interesting by:

- Answers: Job 1: Cook; Job 2: Astronaut; Job 3: Pilot; Job 4: Mailman / mailwoman; Job 5: Secretary.

### 3.3. **Procedure**: 20-30 minutes

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

(Same of previous lesson)

"Today we are going to continue learning about expository writing. A description is a type of expository writing. Teacher will use transparencies, from previous lessons, to review what we have learned about this type of writing. Today we are going to focus on describing objects.

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson)

"This lesson will help you to learn to describe objects."

☞ A.3. Why is this important?

(Same of previous lesson)

"Writing a good description will help the reader to see (in the eyes of his/her imagination) what you are talking about."

☞ A.4. What are the students going to do?

“Today you will be using the checklists: “Describe an object”, to describe the objects that are involved in the job that you would like to have. Also, if that job has a uniform you will describe it too. Once you have finished the description of the objects you will begin working on writing your essay “My future job”. Remember that you need to include a good “hook” at the very beginning of your essay.”

### ***B. Teacher will model the activities.***

First, teacher will invite a volunteer to come to the front of the classroom and talk about (or show if they did a drawing of the object) one of the objects that are involved in his/her future job. Next, the students, as a whole group and following the check lists (Describing an object), will describe that object.

Second, teacher will review with students the list for hooks. One more time, as a whole group, students will try to come out with the “hook” that best fits that type of job.

Third, teacher will review the list of connectors (adding information and giving example) and will help students to write complete sentences.

### ***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My future job*”. (2). (Part 2. Fill out the graphic organizers; write your lead or hook and begin writing your composition).

☞ **Cooperative Strategies:** strategy *Rally Robin Reading*; *Rotating Recorder*.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will ask students to work with a partner re-reading the pages about describing an object. They will use the cooperative strategy *Rally Robin Reading*.
- 2) Second, students will be working with a partner filling out the graphic organizers “Describing an object (1-2)”. They will be working together using the cooperative strategy *Rotating Recorder*. They will have to describe at least 3 different objects.
- 3) Third, teacher will ask students to work with a partner re-reading the pages about “leads or hooks”. They will use the cooperative strategy *Rally Robin Reading*.
- 4) Fourth, students will begin working independently writing their compositions.

**3.4. Closure of the lesson:** (cover all objectives)

**A. Repeat overall big picture of what students were supposed to learn.**

(Same of previous lesson)

Review what Description is: Descriptive writing is a type of expository writing. It is generally used to assist a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

**B. State generalizations and asks students to support them with facts from the lesson Q/A can serve as assessment:**

Who could tell me one aspect that you should consider while describing an object that you may find in your future work place?

**C. Add a closing story or interesting fact.**

☞ Interesting Fact: What the future holds (2). *TWENTY THOUSAND LEAGUES UNDER THE SEA* (See visual)

☞ Game:

*Hazoo* (passive)

Choose someone to be it and divide the group into 2 parallel lines. The person who is it has to walk down the column without laughing or smiling. The rest of the people, try to make the person laugh without touching them. This game can also be done in a circle and the person in the centre can be put in the hot seat. Specific questions can be asked and if successful they become the Grand Pooba.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to finish writing your composition and you will also edit/review the ones of your partners.”

.....

**4. Assessment:** 2-5 minutes

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing an object or uniform?
- ✓ 2. Can you name some of the “connectors” we use to add information and give examples?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing an object?
- ✓ 2. Can you explain, using your own words, what is a “hook”?

➤ 3. Application

- ✓ 1. Can you think of a group of objects in this school that will have the same (or very similar) characteristics?
- ✓ 2. Can you think of two sentences that you could link using a “connector”?

➤ 5. Analysis

- ✓ 1. How is ..... (name of one object in the classroom) similar to .....(name of one object in the classroom) according to their look/appearance?

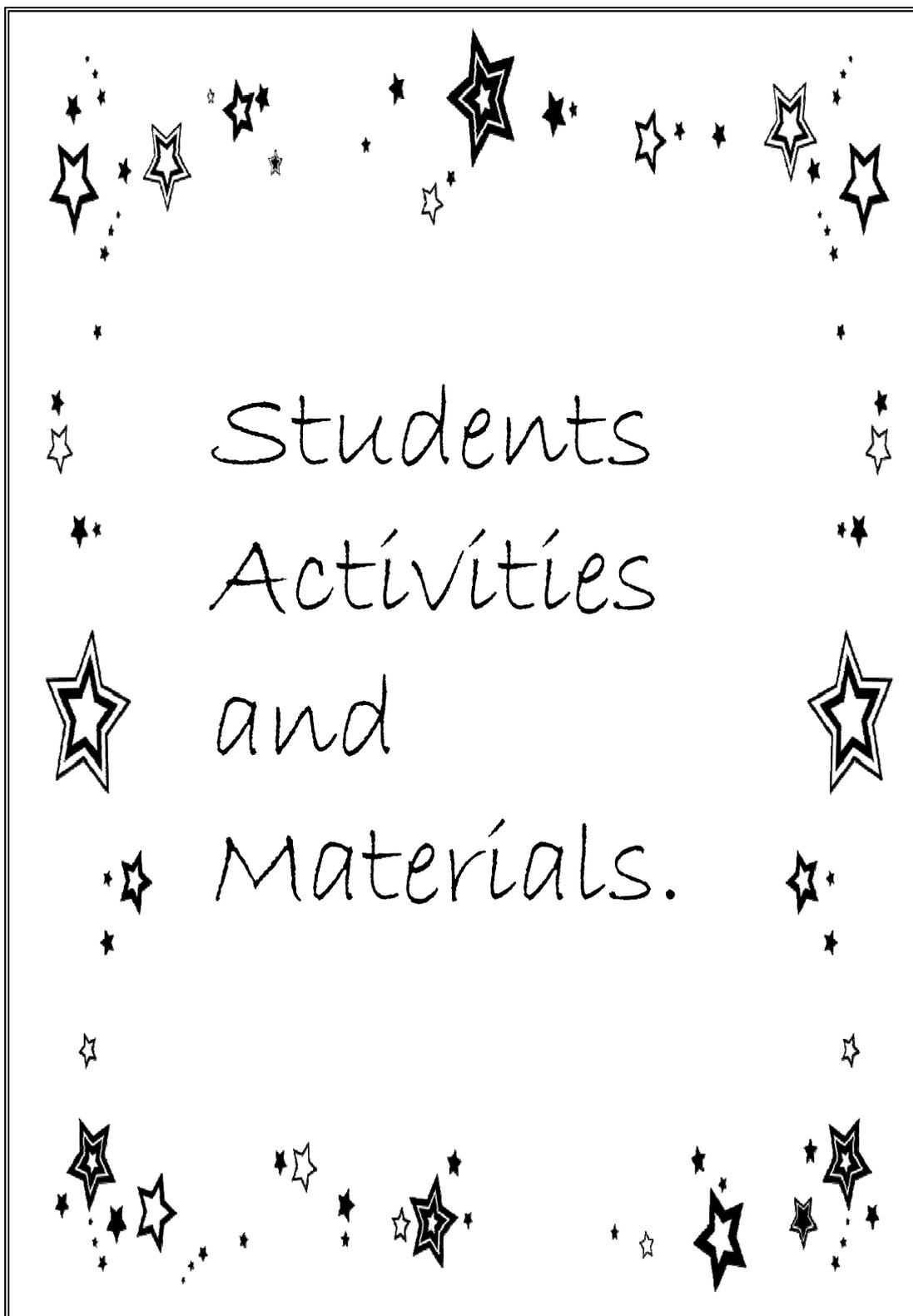
➤ 6. Evaluation

- ✓ 1. Judge the value of using “connectors” to join two sentences.

4.1.3. ***Student self assessment using Multiple Intelligences Theory.***

4.2. Formal:

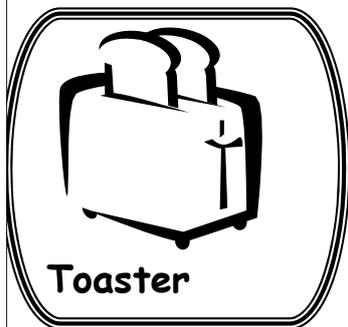
4.2.1. ***Observation:*** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



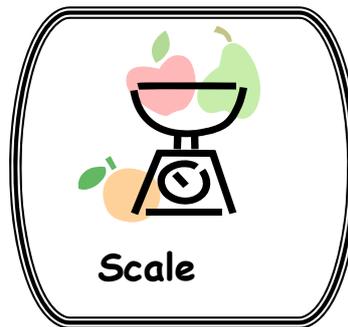
Students  
Activities  
and  
Materials.

Anticipatory Activity. Guess my job.

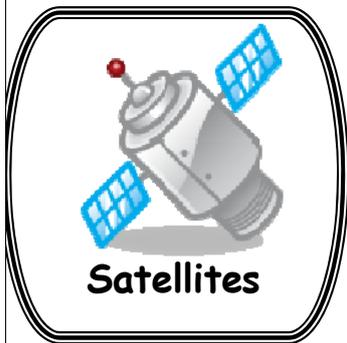
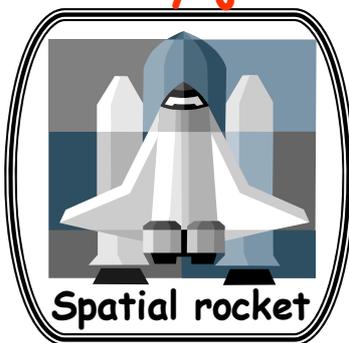
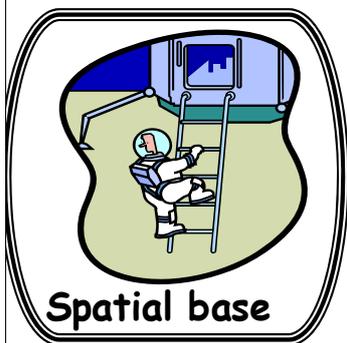
### What is my job? (1)



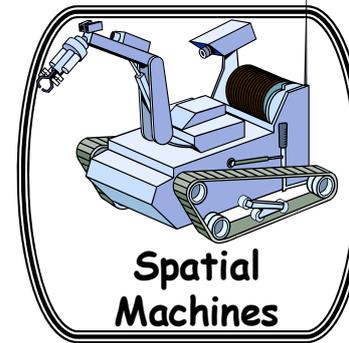
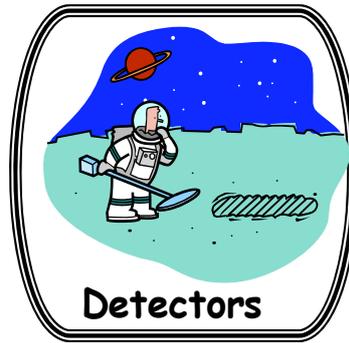
I am a .....



# What is my job? (2)



I'M AN .....



### What is my job? (3)



**Airport**



**Flight screens**



**Luggage**



**Passengers**



**Airplane**



**Air hostess**

I'M A .....



**Airport lighting**



**Luggage transportation**

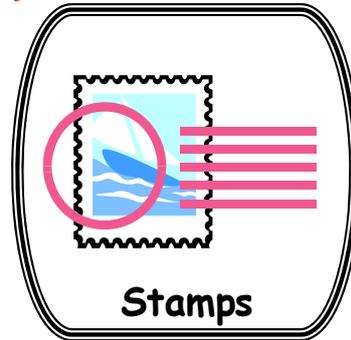


**Air traffic controllers**



**Landing strip**

# What is my job? (4)



I'M A.....

### What is my job? (5)



Paper Clips



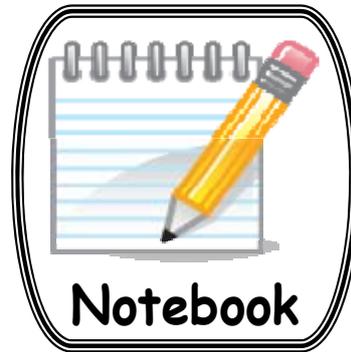
Fax



Folder



Post-it



Notebook



Desk

I'M A .....



Telephone



File Cabinet

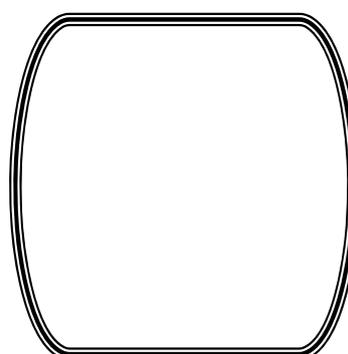
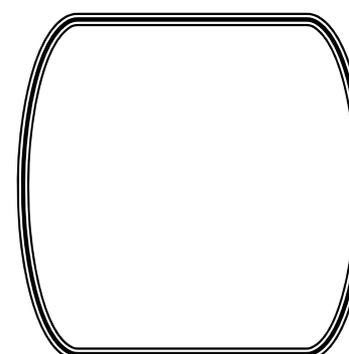
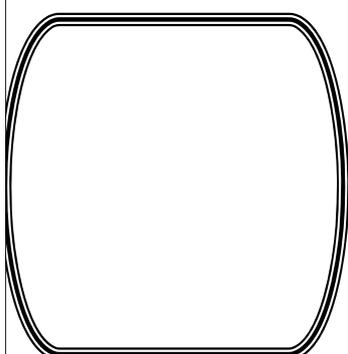
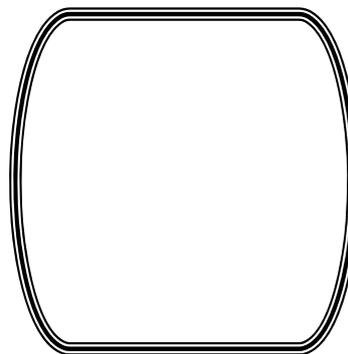
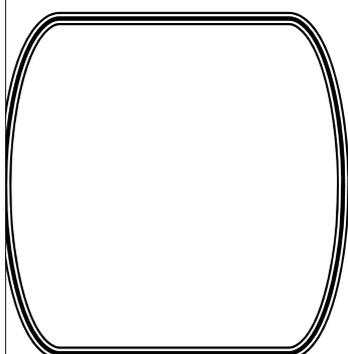
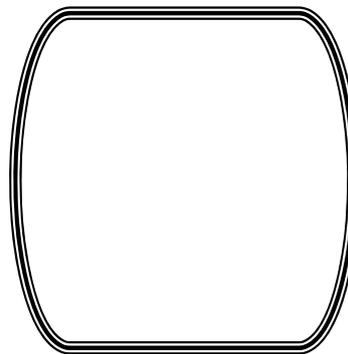
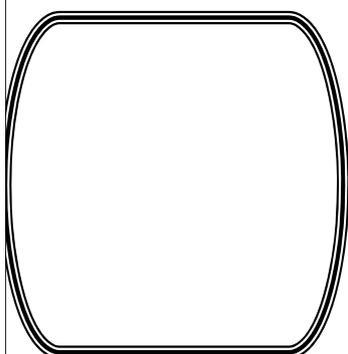
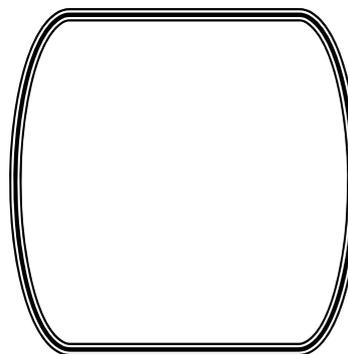
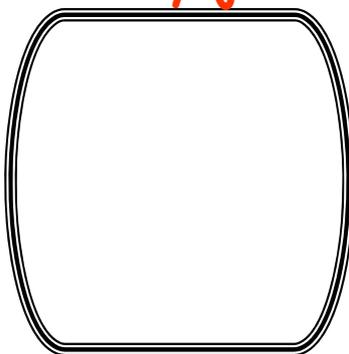
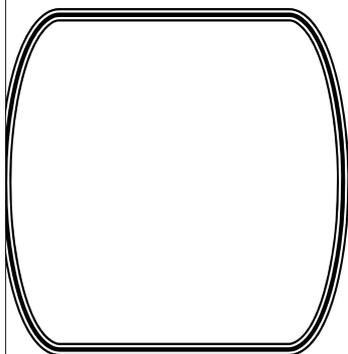


Office



White out

What is my job?



I'M A

**Activity: “Write an expository essay titled: My future job”. (2). (Part 2. Fill out the graphic organizers; write your lead or hook and begin writing your composition).**

1. First, work with a partner re-reading the pages about describing an object. You will use the cooperative strategy *Rally Robin Reading*; this means:

- ✓ Partner A reads paragraph 1 while partner B listens.
- ✓ Next, partner B reads paragraph 2 while partner A listens.
- ✓ You continue taking turns until you have read all the information.

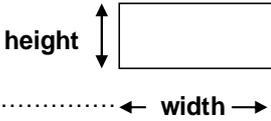
2. Second, work with a partner filling out the graphic organizers: “Describing an object (1-2)”. You will have to describe at least 3 different objects. You will be working together using the cooperative strategy *Rotating Recorder*; this means:

- ✓ You and your partner are going to be using the same graphic organizers to describe the objects that you will use in your future job.
- ✓ Think about the first object you two want to describe.
- ✓ Next, you will be taking turns filling out the graphic organizers. When partner A is writing partner B will be adding ideas and paying attention to things such as the spelling of the descriptive adjectives. Once the first section is finished partner A will coach and partner B will be writing.
- ✓ You two will be taking turns until you have completely filled out the graphic organizers.

3. Third, work with a partner re-reading the pages about “leads or hooks”. You will use the cooperative strategy *Rally Robin Reading*. (See above)

4. Fourth, begin working independently writing your compositions.

Students' check list for describing an object.

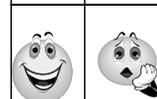
<h1>Describing an OBJECT. (1)</h1>		Y	N
Name:.....			
Partner:.....			
1. OPINION .....			
2. SIZE .....			
3. LENGTH .....			
4. SHAPE .....			
5. WIDTH .....			
6. AGE .....			

# Describing an object. (2)

Name:.....

Y	N
---	---

Partner:.....



7. COLOR

.....



8. ORIGIN

.....



9. MATERIAL

.....



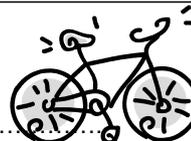
10. DENOMINAL

.....



11. PARTS (What are they?)

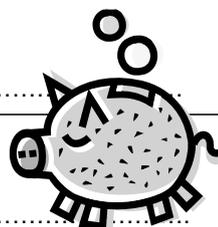
.....



Tip. If you are not sure of all the parts of an object just go to [www.google.com](http://www.google.com) and type: "parts of (name of the object)".

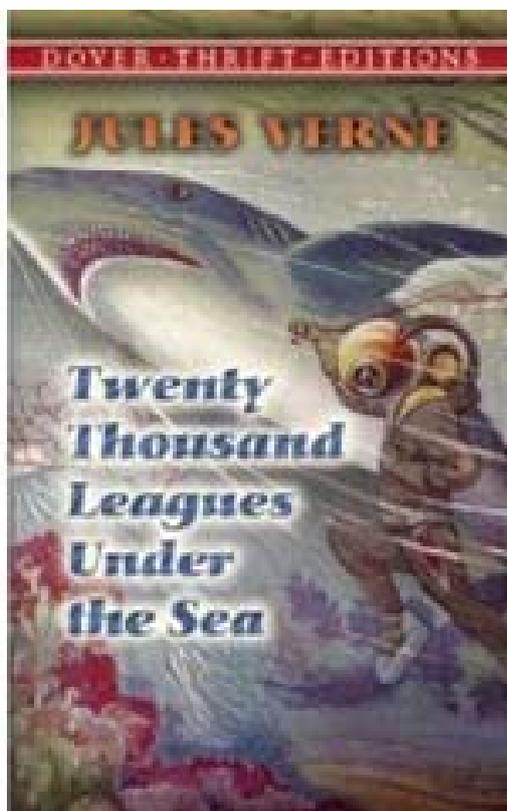
12. FUNCTIONS (Uses)

.....



13. OTHER: (Ex. Price; ....)

.....

**Interesting Fact.***WHAT THE FUTURE HOLDS (2)*

**Title:** *Twenty Thousand Leagues Under the Sea (s)*

**Original Title:** *Vingt mille lieues sous les mers*

**Author:** Jules Verne (French) (1828-1905)

**Translator:** Reverend Louis Page Mercier (first English)

**Illustrator:** Alphonse de Neuville and Edouard Riou

**Publisher:** Pierre-Jules Hetzel (orig. French)

**Country:** France

**Language:** French

**Genre(s):** Adventure, Science fiction.

**Publication date:** 1870

*Twenty Thousand Leagues Under the Sea (s)*

We follow Captain Nemo, and his Nautilus - a sub that runs on batteries, in his travels around the oceans of the Earth. We follow him as he explores underwater forests, goes hunting dangerous sea monsters, takes from the sea what he and his men need to live, visits the South Pole and even shows us Atlantis.

[www.amazon.com](http://www.amazon.com)



## LESSON NUMBER: 26

➤ **TOPIC OF THE LESSON:**

Learn about expository writing.

Description (9): Describing and Object (3)

➤ **CONTEXT:**

“Write an expository essay titled: My future job.” (3)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (9): Describing and Object (3). Editing / Revising.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My future job.” (3)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 26

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

**SOCIO EMOTIONAL DEVELOPMENT**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

B. Recognize personal qualities and external supports.

1B.2a. Describe personal skills and interests that one wants to develop.

- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

**1.2. Language Objectives:**

- Students will be able to use descriptive adjectives accurately: place them in the right order and spell them properly. Students will have to use at least 10 descriptive adjectives to describe each object.

- Students will be able to compose leads or hooks: they should be appropriate to the topic of the essay; no spelling mistakes and correct grammar.

- Students will be able to use transition words to link sentences: students will be able to use at least 5 transitions words correctly (right meaning for the particular situation) and without spelling mistakes.

- Students will be able to describe at least 3 objects following the “Describe an object checklist”.

**LANGUAGE ARTS**

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.

- 3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

C. Communicate ideas in writing to accomplish a variety of purposes.

- 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Showdown; 1.2. Stand Up, Hand Up, Pair Up; 1.3. Rally Robin Responses; 2. Modeling. 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, jobs picture cards.

#### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ *Student Self-assessment:*

☞ *Introductory Activity:* "Guess my job" (3) (Same game of 2 previous lessons but with different jobs so students get familiar with more vocabulary related to different professions. See below).

☞ *Cooperative Strategies:* Showdown

☞ *Description:* Teacher will make it interesting by:

➤ Answers: Job 1: Custodian; Job 2: Firefighter; Job 3: Banker; Job 4: Babysitter; Job 5: Model.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about how to describe objects. When we are describing an object there are a certain number of elements that we have to talk about. (See: “Describe an object” checklist). Also, we will review the use of “leads/hooks” at the beginning of an essay. A “hook or lead” is what you write at the very beginning of a composition. Its functionality is the one of catching the eye of the reader. Moreover, today we will be working on revising / editing your partners’ compositions. When you revise/edit a paper you are looking for the best possible ways of saying something; you pay attention to things like spelling, use of connectors, order of adjectives, etc.”

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to become more skillful at describing objects and writing descriptive compositions.”

☞ A.3. Why is this important?

“When you edit / revise somebody’s composition not only are you helping that person but you are also helping yourself by remembering what some mistakes that you have to avoid are.”

☞ A.4. What are the students going to do?

“Today you will finish writing your composition and will revise/edit somebody’s essay.”

***B. Teacher will model the activities.***

First, teacher will make a transparency of the essay of one of the students. As a whole group, the class will be revising / editing that composition. Next, the class will discuss what the type of intelligence(s) that best describes that job is (are).

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My future job*”. (3). (Part 3. Finish writing your composition. Next, revise / edit the composition of one of your partners).

☞ **Cooperative Strategies:** Stand Up, Hand Up, Pair Up ; Rally Robin Responses.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will ask students to work independently and finish their essay. Teacher will distribute a copy of the assessment rubric to students and will discuss with them what is going to be expected from their essays.
- 2) Second, students will be revising / editing their partners' composition using the cooperative strategies: Stand Up, Hand Up, Pair Up and Rally Robin Responses.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Practicing how to use descriptive adjectives accurately: place them in the right order and spell them properly. In order to achieve that goal you have been previously reading an informational sheet titled "Order of Adjectives".
- 2) Composing leads or hooks (sentences that are written at the beginning of a composition and that are supposed to catch the attention of the reader). During a previous lesson, we also read a list with many different examples and we gathered ideas from there about how to compose our "leads / hooks".
- 3) You have also been using transition words to link sentences. During a previous lesson you also received another informational sheet with samples of transition words.
- 4) You have been editing your partners' compositions. You have been looking for the best ways of expressing an idea.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an object that you may find in your future work place?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: What the future holds (3). Jules Verne. (See visual)

☞ Game:

*Leader* (circle)

The children all sit in a large circle. A person is picked to be it. He leaves the room or sits with his back to the circle. The group then decides on a leader who is to start a motion in which all the children copy. The motion can be anything at all, and the person who is it, comes in to find the leader of the motion. The leader changes the motion from time to time and the person who is it has three guesses to determine who the leader is. If 'it' guesses correctly then the leader becomes 'it'. If 'it' does not guess correctly a new game is started by choosing a new 'it'.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to start gathering information to write an expository essay about your favorite animal.”

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ ***Bloom’s Taxonomy:***

##### ➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing an object or uniform?
- ✓ 2. Can you name some of the “connectors” we can use to add information and give example?

##### ➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing an object?
- ✓ 2. Can you explain, using your own words, what is a “hook”?

##### ➤ 3. Application

- ✓ 1. Can you think of a group of objects in this school that will have the same (or very similar) characteristics?
- ✓ 2. Can you think of two sentences that you could link using a “connector”?

##### ➤ 4. Analysis

- ✓ 1. How is ..... (name of one object in the classroom) similar to .....(name of one object in the classroom) according to their look/appearance?

➤ 5. Synthesis

- ✓ 1. What ideas can you add to what you have learned so far about ‘hooks/connectors/descriptive adjectives?’
- ✓ 2. What solutions would you suggest to somebody who is experiencing problems creating a hook for a composition?
- ✓ 3. Could you an eight section comic strip with captions showing how to create different hooks?

➤ 6. Evaluation

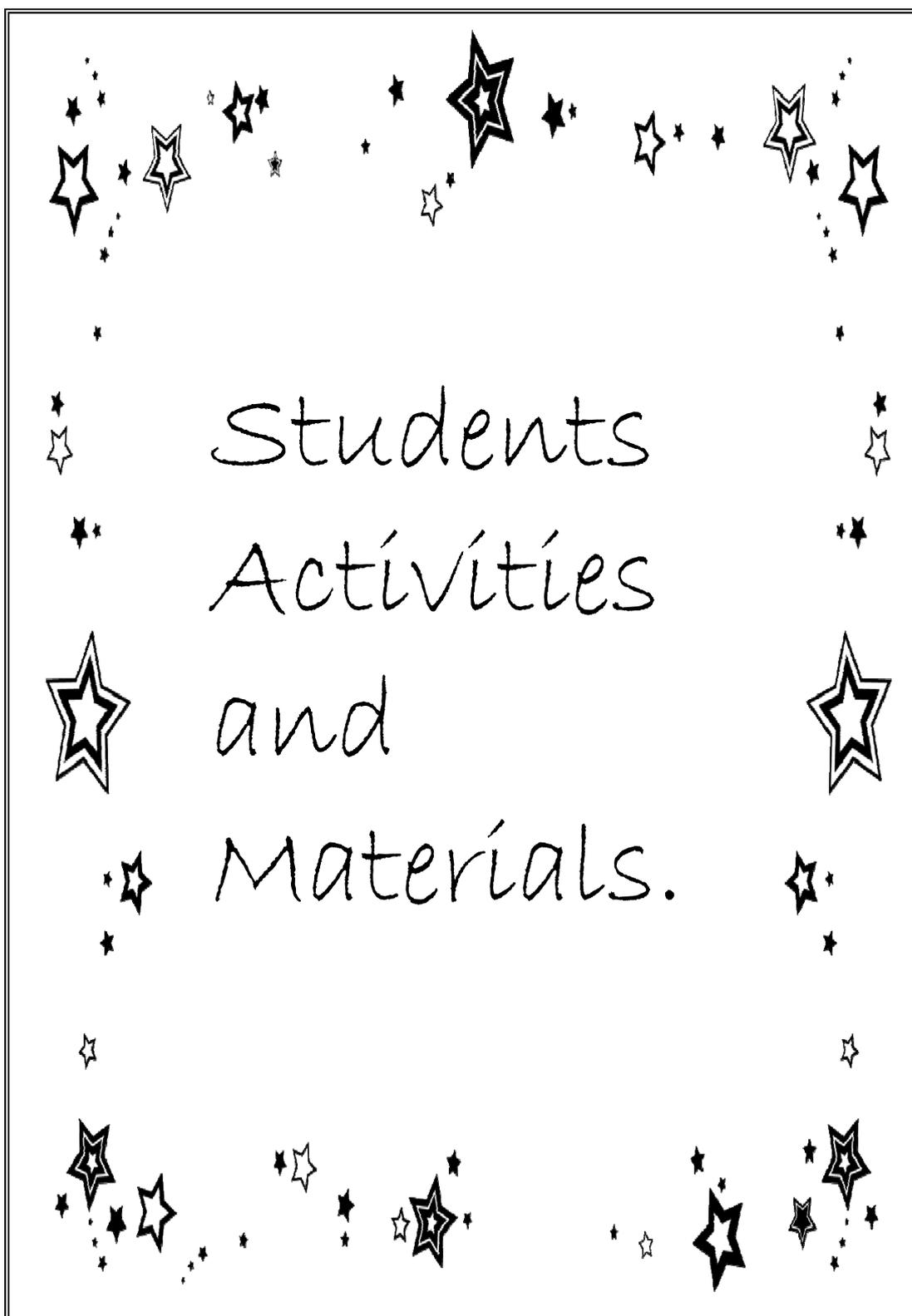
- ✓ 1. Judge the value of using “connectors” to join two sentences.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

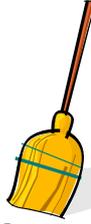
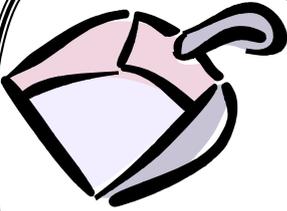
4.2.2. **Rubric.** Please, see the rubric that was designed for this lesson. (See below)



Students  
Activities  
and  
Materials.

## 1. Introductory Activity: Guess the “secret job”.

**What is my job? (1)**

 <b>Bucket</b>	 <b>Mop</b>	 <b>Broom</b>
 <b>Classroom</b>	<i>I am a .....</i>	 <b>Dustpan</b>
 <b>Trash can</b>		 <b>Atomizer</b>
 <b>Garbage bags</b>	 <b>Vacuum cleaner</b>	 <b>Uniform</b>

MARIA ISABEL GARCIA GARRIDO

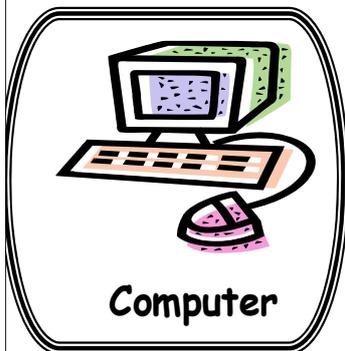
# What is my job? (2)



I am a.....



### What is my job? (3)



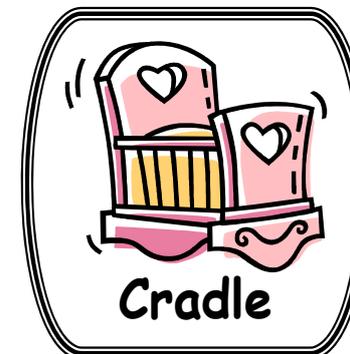
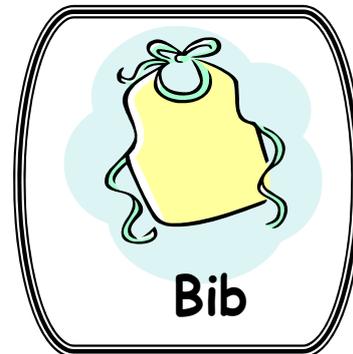
I am a .....



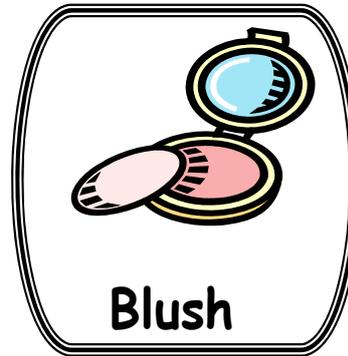
## What is my job? (4)



I'M A .....



### What is my job? (5)



I am a .....



**2. Activity: “Write an expository essay titled: My future job”. (2). (Part 2. Fill out the graphic organizers; write your lead or hook and begin writing your composition).**

1. First, you will work independently finishing your essay. Please, check the assessment rubric so you know what is going to be expected from your essay.

2. Second, you will be revising / editing your partners’ composition using the cooperative strategies: Stand Up, Hand Up, Pair Up and Rally Robin Responses. This is the way you will use them:

1. When the teacher invites you to do so, you will stand up and put your hands up.
2. You will walk around the room, mingle, mix, practice meeting and greeting, and when the teacher calls time you will find a partner.
3. Sit with that partner and put your hands down.
4. Trade compositions. You will revise / edit each other’s essays.
5. Students are given “editing / revising time.”
6. When finished, they will tell each other about their findings. When student A is giving advice on how to improve student’s B essay he/she listens quietly. Then, they trade turns. Student B gives advice and student A listens quietly.
7. Teacher randomly calls on groups to report.
8. Students thank their partners and depart.
9. Repeat as many times as needed.

**My Future Job. Writing Rubric. Name:**.....

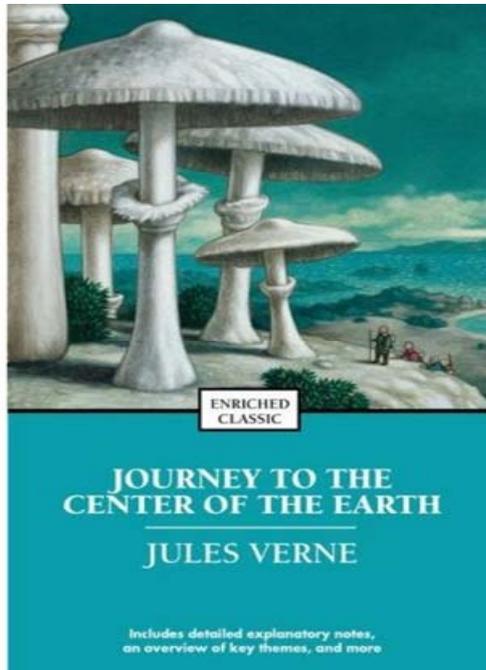
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DESCRIPTIVE ADJECTIVES</b>	There are present 10 or more adjectives. They are spelled properly and in the right order. 100% Accuracy.	There are present 10 or more adjectives. 1 or 2 are not in the right order or are not spelled correctly.	There are less than 10 (9 to 8) descriptive adjectives present. 2 or 3 are not in the right order or are not spelled correctly.	There are less than 10 (7 to 6) descriptive adjectives present. 3 or 4 are not in the right order or are not spelled correctly.	There are less than 10 (5 to 0) descriptive adjectives present. 4 or 5 are not in the right order or are not spelled correctly.
<b>TRANSITION WORDS</b>	5 transition words are used correctly and without any spelling mistakes.	5 transition words are used correctly but there is 1 spelling mistake.	4 transition words are used correctly. There is 1 spelling mistake.	3 transition words are used correctly. Or there are 2 spelling mistakes.	2 transition words are used correctly. Or there are spelling mistakes.
<b>OBJECTS DESCRIBED</b>	3 or more objects are fully described.	2 objects are fully described. 1 object is missing 1 descriptive adjectives.	1 object is fully described. 2 objects are missing 1 descriptive adjectives.	1 object is fully described. 2 objects are missing 1 or 2 descriptive adjectives.	None of the objects are fully described.
<b>HOOK</b>	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.

**TOTAL:** .....

**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Interesting Fact. Transparency.**

## WHAT THE FUTURE HOLDS (3)



**Title:** *Journey to the center of the earth.*  
**Original Title:** *Voyage au centre de la Terre.*  
**Author:** Jules Verne (French) (1828-1905)  
**Illustrator:** Alphonse de Neuville and Edouard Riou  
**Publisher:** Pierre-Jules Hetzel (orig. French)  
**Country:** France  
**Language:** French  
**Genre(s):** Adventure, Science fiction.  
**Publication date:** 1864  
**Pages:** 287

### Jules Verne

Jules Gabriel Verne (February 8, 1828 – March 24, 1905) was a French author who pioneered the science-fiction genre. He is best known for his novels *Journey to the Center of the Earth* (written in 1864), *Twenty Thousand Leagues Under the Sea* (written in 1870), and *Around the World in Eighty Days* (written in 1873). Verne wrote about space, air, and underwater travel before navigable aircraft and practical submarines were invented, and before any means of space travel had been devised. He is the second most translated author of all time, only behind Agatha Christie with 4021 translations, according to Index Translationum. Some of his work has been made into films. Verne, along with H. G. Wells, is often referred to as the "Father of Science Fiction".





## LESSON NUMBER: 27

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (10) : Describing an Animal (1).

➤ **CONTEXT:**

“ Write an expository essay titled: My favorite animal”. (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (10):  
Describing an animal (1).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My favorite animal.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional  
Development; Science.

**LESSON NUMBER:** 27

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

#### FINE ARTS

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

- 26. B.2b.Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

#### SCIENCE

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

- 12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).

- Students will be able to enhance their competence and autonomy. (Seeing with the mind’s eye. This strategy enhances competence by using visualization to enable students to gain a deeper understanding of curricular content. It can also help students experience a sense of autonomy as they create their individual perceptions of an event. Raffini. J.P. (1996: 89)).

### **1.2. Language Objectives:**

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Rotating Recorder; 1.2. Discussion; 1.3. Similarity Groups; 1.4. Rally Robin Reading; 1.5. Pairs Compare; 1.6. Role Play. 2. Visualization. 3. Modeling.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, animal cards, animal charts.

#### 3.2. Introductory Set:

☞ *Review of previous lesson:*

- ✓ *Review Questions:* 2 minutes (repeat generalizations and have students support them with facts). What did we learn yesterday: Who remembers what editing/revising is? Could you give an example of one very common spelling mistake? (Bloom's Taxonomy: Knowledge; Comprehension).
- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* "Role Play: Guess the animal."

☞ *Cooperative Strategies:* *Role Play*; *Rotating Recorder*; *Discussion*

☞ *Description:* Teacher will make it interesting by:

- Presenting students with different picture cards that have the names of some animals. They will have to act out those words and the rest of the class will have to figure them out. The procedure will be:
  - 1) Four volunteers will come to the front of the class.
  - 2) They will get one word from the plastic bag; read the word to themselves and will act that word out.
  - 3) Each participant will have a minute to role play their word.
  - 4) The rest of the class, as a team – using the cooperative strategy *Rotating Recorder* –, will write down the answer to each one of these words.
  - 5) The team that has the most right answers is the winning team; students will be rewarded accordingly.

- 6) When the activity is done students will discuss the reasons for a particular team to be the winning one along with the ways we can be most efficient when working with partners.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

#### ☞ A.1. Definition of the terms to be learned:

“Today we are going to begin learning about how to describe animals. When we write an animal description we are giving information about: 1) looks; 2) feeding habits – what that animal eats and how that animal gets its food - ; 3) class and 4) habitat – where that animal lives - .” (Teacher will show transparency with all the elements that we have to mention when describing an animal. See below).

#### ☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to improve your skills while describing animals.”

#### ☞ A.3. Why is this important? (Strategy: Visualization)

Teacher will help students visualize the following situation so they understand why it is important to write a good animal description:

“Close your eyes and let’s imagine we are going to the zoo. We are in the bus. We all are talking, laughing, and having a great time. We get to the zoo. We get off the bus and we walk in the zoo. Now, you are inside the zoo. You are walking and you can smell some flowers. You can hear some animal noise. You walk a little more and ... you can smell that some animals “felt like going to the bathroom”. You continue walking and you feel some little drops of rain falling over you. An animal comes to your feet. You feel like touching it. You can not look down. You can only read a description of this animal. So, you go ahead and you read that animal description. You are moving your hand down; you are still not looking at the animal, you are not touching it yet. Suddenly, you feel a “strange sensation”. What could it be? What about if somebody forgot to write that animal is highly venomous? Do you think that writing a good description of an animal is something important?”

#### ☞ A.4. What are the students going to do?

“Today you are going to begin describing your favorite animal. Today you will focus on learning about the animals physical description (color, size, shape, body parts, etc). For that, you will be filling out the graphic organizers titled: “Describing an animal. (1-3).”

***B. Teacher will model the activities.***

First, teacher will distribute the checklist titled: “Expository Text. Description. Describing an animal. 1- 9” Teacher will read out loud all the different categories and will mention just one of the animals which fit into each category.

Second, teacher will model how to fill out the graphic organizer: “Describing an animal. (1-3).’ Teacher will invite a volunteer to come to the front of the classroom and pick a card from the ones that were used during the introductory activity: “Guess the animal”. As a whole class, and using the graphic organizer (pages 1 – 3), teacher will write down what students are saying while describing one animal.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite animal*”. (1). (Part 1. Fill out the graphic organizers.1-3).

☞ **Cooperative Strategies:** Similarity Groups, Rally Robin Reading; Pairs Check.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will ask students to think about their favorite animal. They will write that in a big piece of paper.
- 2) Second, using the cooperative strategy Similarity Groups, students will move around the room and will meet with other partners who have the same favorite animal.
- 3) Teacher will ask students to read the information in the different checklists about how to describe an animal (1-9). Students will be working with their shoulder partner using the cooperative strategy Rally Robin Reading.
- 4) Students will also receive a graphic organizer (with several pages) titled “Describing an animal.” (1-3). Students will be filling out those pages using the cooperative strategy Pairs Check.

**3.4. Closure of the lesson:** 2-5 minutes (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

At the beginning of the lesson you learned how to use your body to represent an animal. Next, you have been learning about how to describe animals using their body parts as a point of reference. For that, you have received several checklists with many different examples. Finally, you have been practicing how to gather information using a checklist.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an animal?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Animals' interesting facts. (See visual)

☞ Game:

*I Am The Captain* (circle/moderate)

Equipment: ball    The players are numbered in a circle with the captain standing in the centre. The captain says, "I am the Captain and I have lost my hat, and I think that number ? has it." The captain then throws the ball to that person. As soon as the ball has been caught, they must say, "who sir/maam, not me sir/maam", before the Captain says, "Back to the end of the line." If the player does not say their line, then the player must go to the end of the number order and everyone gets bumped up a number. If the player does say "Who sir/maam, not me sir/maam" , before the captain can say their line, then the captain will continue the conversation saying, "yes, you sir/maam." The player replies, "Oh not I sir/maam." The captain asks, " If not you sir/maam then who maam?" The player answers, "Number ? sir/maam" and throws the ball to that player. This game could be simplified by using names instead of numbers.

***Inform students of topic of next lesson.***

"In the next writing lesson, you will continue gathering information for your expository essay about your favorite animal."

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing an animal?
- ✓ 2. Can you name some of the animal body parts?
- ✓ 3. How do you spell the word.....(teacher will say some body parts out loud and students will spell those words)?

➤ 2. Comprehension

- ✓ 1. Can you see the benefits of being accurate while describing an animal? (Teacher could say something funny like: It wouldn't be the same to have a lion as a pet instead of a cat, right?)

➤ 3. Application

- ✓ 1. Can you think of a group of animals you could group by just having the same body part?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one animal) similar / different to .....(name of one animal) ?

➤ 5. Synthesis

- ✓ 1. Could you create a song/poem/chart about how to describe an animal?

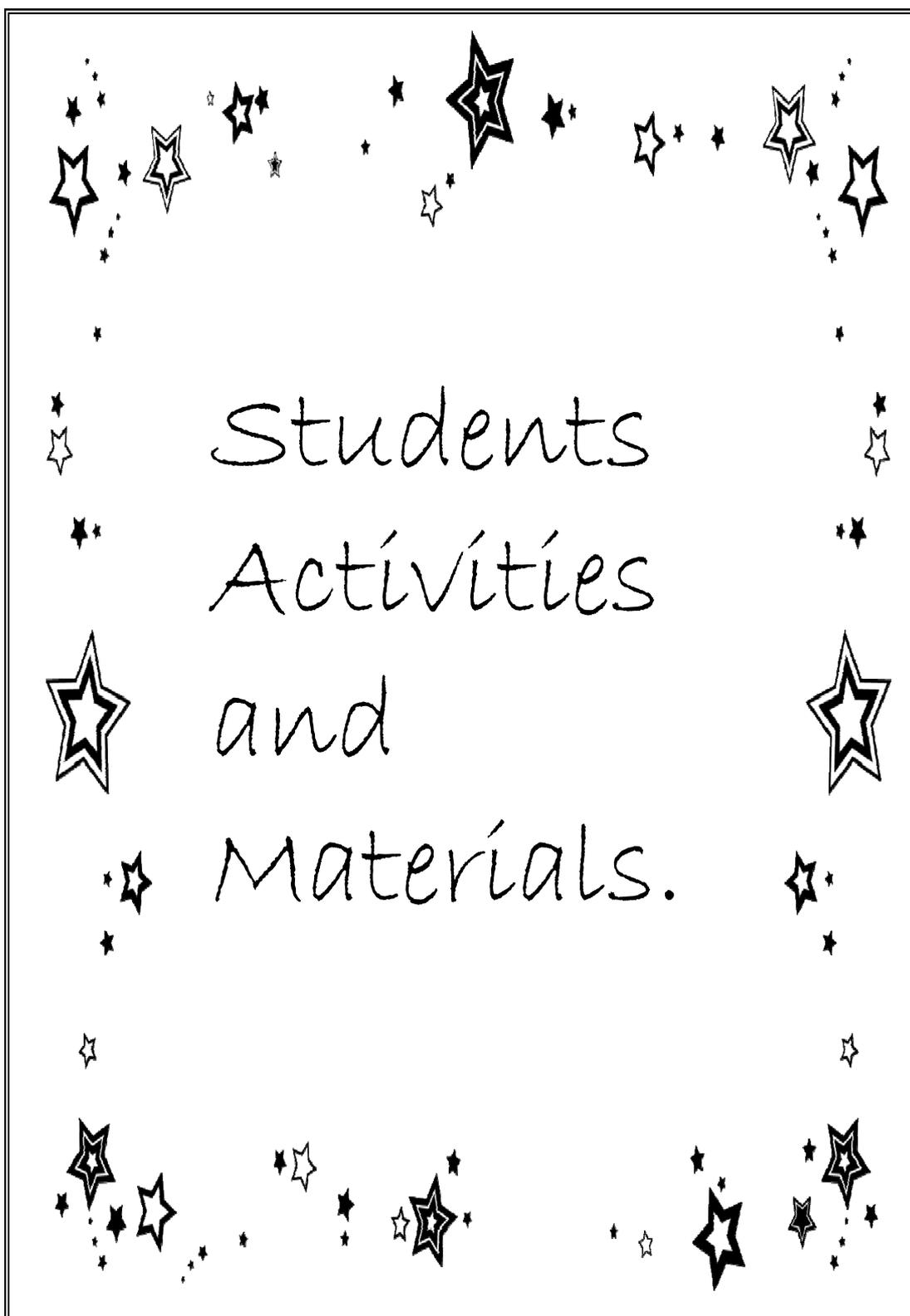
➤ 6. Evaluation

- ✓ 1. Judge the value of providing a clear physical description of an animal.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

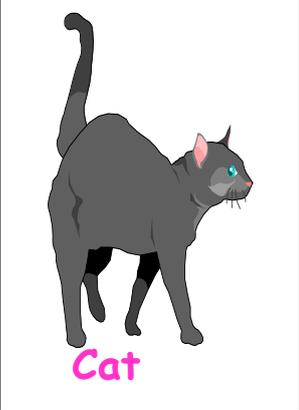
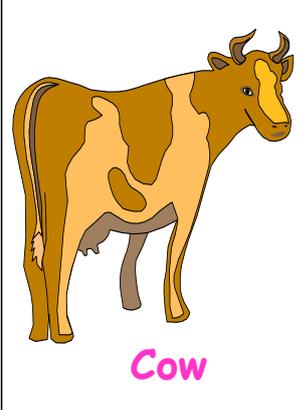
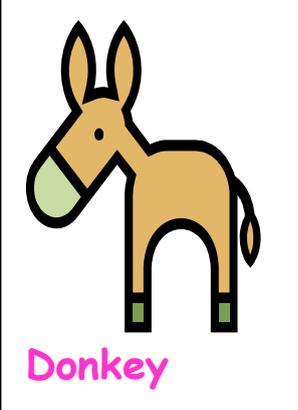
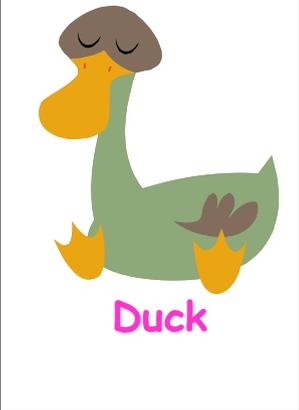
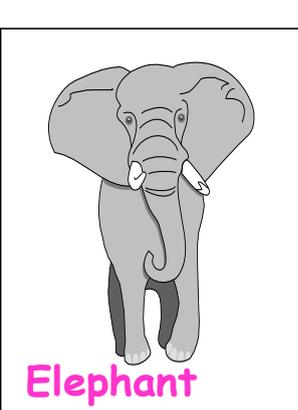
4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**1. Introductory Activity. Guess the animal.**

**ANIMALS. 1**

 <p style="text-align: center;"><b>Cat</b></p>	 <p style="text-align: center;"><b>Cow</b></p>	 <p style="text-align: center;"><b>Donkey</b></p>
 <p style="text-align: center;"><b>Duck</b></p>	 <p style="text-align: center;"><b>Dog</b></p>	 <p style="text-align: center;"><b>Chicken</b></p>
 <p style="text-align: center;"><b>Goat</b></p>	 <p style="text-align: center;"><b>Eagle</b></p>	 <p style="text-align: center;"><b>Elephant</b></p>

*Maria Isabel Garcia Garrido*

**2. Activity: “Write an expository essay titled: My favorite animal”. (1). (Part 1. Fill out the graphic organizers. 1-3)**

1. Think about your favorite animal. Write that, in big letters, in a large piece of paper.
2. When the teacher invites you to do so, you will work with your partners using the cooperative strategy Similarity Groups. This is what you will do:
  - 2.1.) Hold the piece of paper, where you wrote the name of your favorite animal, up high so everybody can see it.
  - 2.2.) Move around the room and meet with other partners who have the same favorite animal. Discuss with them what you like the most about that animal.
3. Work with a partner from that group (a maximum of 4 students per group). Using the cooperative strategy Rally Robin Reading, read the information in the different checklists about how to describe an animal (1-9).
4. Work with that same group, using the cooperative activity Pairs Check, to fill out your graphic organizers titled “Describing an animal.” (1-3).

Rally Robin Reading.

1. In pairs, students take turns reading.
2. You may read a sentence, paragraph, or page each depending on ability level.

Pairs Check

1. In teams of four, students form two pairs.
2. One student in each pair works on a given problem or task while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles to work on the next problem.
5. After the pair has done two problems, they check with the other pair on their team.

**Activity. Expository Essay. Description. Describing an Animal.**

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL



#### ELEMENTS THAT SHOULD BE PRESENT WHEN YOU ARE DESCRIBING AN ANIMAL.

##### 1. OPINION

##### 2. SIZE

##### 3. LENGTH

##### 4. COLOR

##### 5. ANIMAL BODY PARTS

- 5.1. Animals with antlers
- 5.2. Animals with claws
- 5.3. Animals with fins
- 5.4. Animals with fur
- 5.5. Animals with gills
- 5.6. Animals with hooves
- 5.7. Animals with horns
- 5.8. Animals with paws
- 5.9. Animals with scales
- 5.10. Animals with shells
- 5.11. Animals with spots
- 5.12. Animals with stripes
- 5.13. Animals with tentacles
- 5.14. Animals with tusks
- 5.15. Animals with wings
- 5.16. Animals with beaks
- 5.17. Animals with fangs
- 5.18. Animals with feathers
- 5.19. Animals with tails

##### 6. ANIMAL BEHAVIORS

- 6.1. Aquatic Animals
- 6.2. Domesticated Animals
- 6.3. Endangered Animals
- 6.4. Extinct Animals
- 6.5. Hibernating Animals
- 6.6. Migratory Animals
- 6.7. Nocturnal Animals
- 6.8. Poisonous Animals
- 6.9. Social Animals

##### 6.10. Solitary Animals

##### 6. 11. Terrestrial Animals

##### 6. 12. Territorial Animals

##### 6. 13. Venomous Animals

##### 7. ANIMAL FEEDING HABITS

- 7. 1. Carnivores
- 7. 2. Herbivores
- 7. 3. Omnivores
- 7. 4. Insectivores
- 7. 5. Predators
- 7. 6. Scavengers
- 7. 7. Filter Feeders
- 7. 8. Parasites
- 7. 9. Cleaners

##### 8. ANIMAL CLASS (GROUPS)

- 8.1. Amphibians
- 2. Fishes
- 3. Birds
- 4. Insects
- 5. Reptiles
- 6. Mammals

##### 9. ANIMAL HABITAT

- 9.1. Forest Habitat
  - 9.1.1. Rain forest
  - 9.1.2. Chaparral
  - 9.1.3. Taiga or Boreal Forest
- 9. 2. Desert
- 9. 3. Pond
- 9. 4. Swamp
- 9. 5. Cave
- 9. 6. Lake
- 9.7. River
- 9.8. Ocean

**MARIA ISABEL GARCIA GARRIDO**

# EXPOSITORY ESSAY.

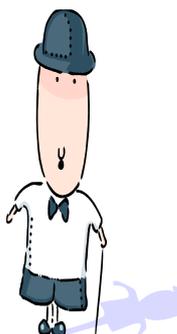
## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (1)



#### 1. OPINION

Ex. Rare; unusual; exciting; pretty; strange; fantastic; exceptional; extraordinary; magnificent; outstanding; preeminent; remarkable; singular; towering; uncommon; unusual; etc.



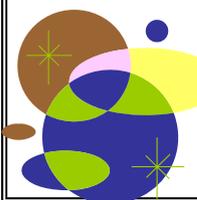
#### 2. SIZE

Ex. Small, big, enormous, atomic, cramped, diminutive, dinky, faint, humble, imperceptible, inappreciable, incommensurable, infinitesimal, insignificant, Lilliputian, limited, little, meager, mean, microscopic, mignon, miniature, minimal, minuscule, minute, narrow, negligible, petite, picayune, pocket size, puny, remote, scant, short, slender, slight, ultramicroscopic, undersized, unimportant, wee; etc.



#### 3. LENGTH

Ex. Long, short, elongated; extended; lengthy; prolonged; etc.



#### 4. COLOR

Ex. Black; blue; brown; gray; green; orange; pink; purple; red; white; yellow; etc.

Y	N
	

MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

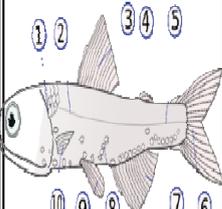
### 2.2.Describing an ANIMAL (2)




Antler. Deer



Claws. Cat



(3) - dorsal fin, (4) - fat fin, (6) - caudal fin, (7) - anal fin (9) - pelvic fins (paired), (10) - pectoral fins (paired)

	Y 	N 
<p><b>5. ANIMAL BODY PARTS</b></p> <p><b>5.1. Animals with antlers.</b></p> <p><b>Antlers</b> are bony outgrowths from the head with no covering of keratin as is found in true horns.</p> <p>Ex. Deer, moose, elk, reindeer, pudu.</p> <p>.....</p> <p><b>5. 2. Animals with claws.</b></p> <p>A <b>claw</b> is a curved, pointed appendage, found at the end of a toe or finger in most mammals, birds, and some reptiles.</p> <p>Ex. Lobster, scorpion, hermit crab; badge; bear; beaver; bobcat; cheetah; cougar; coyote; eagle; falcon; fox; hawk; jaguar; leopard; lion; owl; porcupine; turtle; tiger; wolf; cat; dog; etc.</p> <p>.....</p> <p><b>5. 3. Animals with fins</b></p> <p>A <b>fin</b> is a surface used to produce lift and thrust or to steer while traveling in water, air, or other fluid media.</p> <p>Ex. Shark, dolphin, angel fish, trout, mackerel, catfish, clownfish, cod, mahi-mahi or dorado, frogfish, etc.</p>		



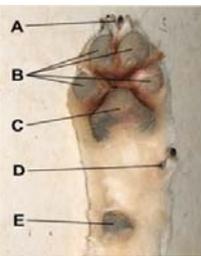
# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL (4)




**Horns.**  
A goat with spiral horns



**Paws.**  
Front paw of dog showing A) Claw, B) Digital Pads, C) Metacarpal Pad, D) Dew Claw, E) Carpal Pad.



**Scale.** frogfish

Y	N
😊	😬

**5. ANIMAL BODY PARTS (continued)**

**5. 7. Animals with horns**

A **horn** is a pointed projection of the skin on the head of various mammals, consisting of a covering of horn (keratin and other proteins) surrounding a core of living bone.

Ex. Goat, bulls, Antelope, Gazelle, goat, rams, etc.

**5. 8. Animals with paws**

A **paw** is the soft foot of a mammal, generally a quadruped, that has claws or nails. A hard foot is called a hoof. Paws are used to pad feet for walking and reduce friction.

Ex. Dogs; foxes; cats; tigers; bears; raccoons; weasels; mice; rats; squirrels; chipmunks; gophers; porcupines; beavers; hamsters; gerbils; guinea pigs; chinchillas; etc.

**5. 9. Animals with scales**

A **scale** is a small rigid plate that grows out of an animal's skin to provide protection. In lepidopteron (butterfly and moth) species, scales are plates on the surface of the insect wing, and provide coloration. Scales are quite common and have evolved multiple times with varying structure and.....

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL (5)



**Scales.**  
Keeled scales of a colubrid snake



**Shells**  
A display of seashells

#### 5. ANIMAL BODY PARTS (continued)

##### 5. 9. Animals with scales (continued)

.....and function. Scales are generally classified as part of an organism's integumentary system. There are various types of scales according to shape and to class of animal.

Ex. Chameleon; alligator; snake; crocodile; butterfly; moth; mackerel; tuna; etc.

##### 5. 10. Animals with shells

A **shell** is a hard, rigid outer layer developed by a wide variety of different animal species, including mollusks, crustaceans, turtles and tortoises, amadillos, and microscopic organisms. Shells are used for protection, locomotion, defence, structure or in ways that relate to feeding. Scientific names for shell types include *exoskeleton*, *amour*, *test*, *carapace*, *cuticle* and *peltidium*.

Ex. Crabs; shrimp; lobsters; starfish; sea urchins; sand dollars; turtle; snake; amadillo; rhinoceros; etc.

Y	N
😊	😬



# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL (7)




Tusk. Walrus

#### 5. ANIMAL BODY PARTS (continued)

##### 5. 14. Animals with tusk

A **tusk** is an extremely long incisor tooth of certain mammals that protrudes when the mouth is closed.

Ex. Tusk-bearing mammals include elephants, warthogs, walruses, and narwhals.

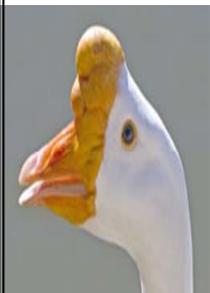


Wings. Albatross

##### 5. 15. Animals with wings

A **wing** is a surface used to produce lift for flight through the air or another gaseous medium. The wing shape is usually an airfoil. The word originally referred only to the foremost limbs of birds, but has been extended to include the wings of insects, bats, pterosaurs, and aircraft.

Ex. Cuckoo, mockingbird, parrot, sandpiper, hawk, etc.



Beaks.  
A domesticated Chinese goose's head, showing its characteristic bill knob

##### 5. 16. Animals with beaks (also called bill or rostrum)

The **beak, bill or rostrum** is an external anatomical structure of birds which, in addition to eating, is used for grooming, manipulating objects, killing prey, probing for food, courtship and feeding their young.

Ex. Flamingo, falcon, Chinese goose, penguin, vulture, etc.

Y	N
	

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.3. Describing an ANIMAL (8)




The **fangs** of a dog are sometimes called **dog teeth**.



**Feathers.**  
An Indian Blue Peacock (rear) courts a peahen (front)



**Tail.**  
Scorpion tail.

#### 5. ANIMAL BODY PARTS (continued)

##### 5. 17. Animals with fangs

A **fang** is a long, pointed tooth. In mammals, a fang is a canine tooth, used for biting and tearing flesh. In snakes, it is a poison-injecting tooth. Spiders also have fangs, which are part of the chelicerae. In mythology and folklore, fangs are found on vampires and demons.

Ex. Cats; dogs; lions; tiger; snake; spider; etc.

##### 5. 18. Animals with feathers

**Feathers** are one of the epidermal growths that form the distinctive outer covering, or plumage, on birds. They are the outstanding characteristic that distinguishes the Class Aves from all other living groups.

Ex. Chicken; turkey; duck; goose; parrot; canary; pigeon; cockatoo; etc.

##### 5. 19. Animals with tails

The **tail** is the section at the rear end of an animals body; in general, the term refers to a distinct, flexible appendage to the torso. It is the part of the body that corresponds roughly to the sacrum and coccyx in mammals and birds.....

Y	N
	

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.3. Describing an ANIMAL (9)




Tail.  
Bird of Paradise



Aquatic.  
Otter



Domesticated.  
Camel

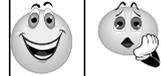
	Y	N
		
<p><b>5. ANIMAL BODY PARTS (continued)</b></p> <p><b>5. 19. Animals with tails (continued)</b></p> <p>While tails are primarily a feature of vertebrates, some invertebrates—including scorpions and springtails—have tail-like appendages.</p> <p>Ex. Scorpion; peacock; birds of paradise; lyrebird; robin; crane; etc.</p> <p>.....</p>		
<p><b>6. ANIMAL BEHAVIORS</b></p> <p><b>6. 1. Aquatic:</b></p> <p>Animals that live in water or marine environment.</p> <p>Ex. Frog; salmon; otter; seal; etc.</p> <p>.....</p>		
<p><b>6. 2. Domesticated:</b></p> <p>Animals that live among humans.</p> <p>Ex. Dog; cat; camel; pig; cow; chicken; etc.</p>		

# Describing an ANIMAL. (1)

Name:.....

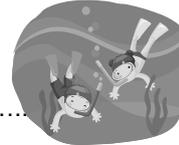
Y	N
---	---

Partner:.....



**1. OPINION**

.....



**2. SIZE**

.....



**3. LENGTH**

.....



**4. COLOR**

.....



**5. ANIMAL BODY PARTS**

What body part does your animal have? Describe them. Use numbers 1-4 to that animal body part. If your animal does not have that body part just write "NOT APPLICABLE" on the dotted lines below.

5.1. Animals with antlers.....

.....

5.2. Animals with claws.....

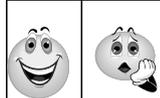
.....

# Describing an ANIMAL. (2)

Name:.....

Partner:.....

Y	N
---	---



**5. ANIMAL BODY PARTS (continued)**

5.3. Animals with fins.....

.....

5.4. Animals with fur.....

.....

5.5. Animals with gills.....

.....

5.6. Animals with hooves .....

.....

5.7. Animals with horns .....

.....

5.8. Animals with paws.....

.....

5.9. Animals with scales .....

.....

5.10. Animals with shells .....

.....

# Describing an ANIMAL. (3)

Name:.....

Partner:.....

Y	N
	

**5. ANIMAL BODY PARTS (continued)**

5.11. Animals with spots .....

.....

5.12. Animals with stripes .....

.....

5.13. Animals with tentacles.....

.....

5.14. Animals with tusks.....

.....

5.15. Animals with wings .....

.....

5.16. Animals with beaks .....

.....

5.17. Animals with fangs.....

.....

5.18. Animals with feathers .....

.....

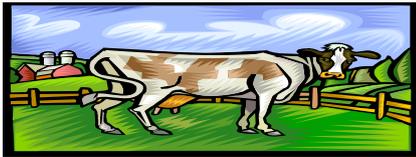
5.19. Animals with tails.....

.....

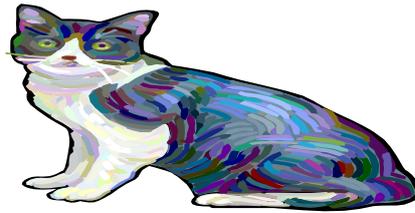
**Interesting Fact.**

## Animals Interesting Facts (1)

1. Just one cow gives off enough harmful methane gas in a single day to fill around 400 liter bottles.



2. A domestic cat can frighten a black bear to climb a tree.



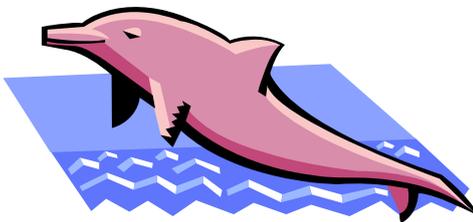
3. In a fight between a polar bear and a lion, the polar bear would win.



4. US Secret Service sniffer dogs are put up in five-star hotels during overseas presidential visits.



5. Dolphins sleep with one eye open.



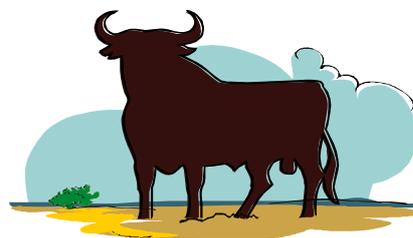
6. Mosquitoes have 47 teeth.



7. The Poison Arrow frog has enough poison to kill 2,200 people.



8. Bulls are color blind.



MARIA ISABEL GARCIA GARRIDO





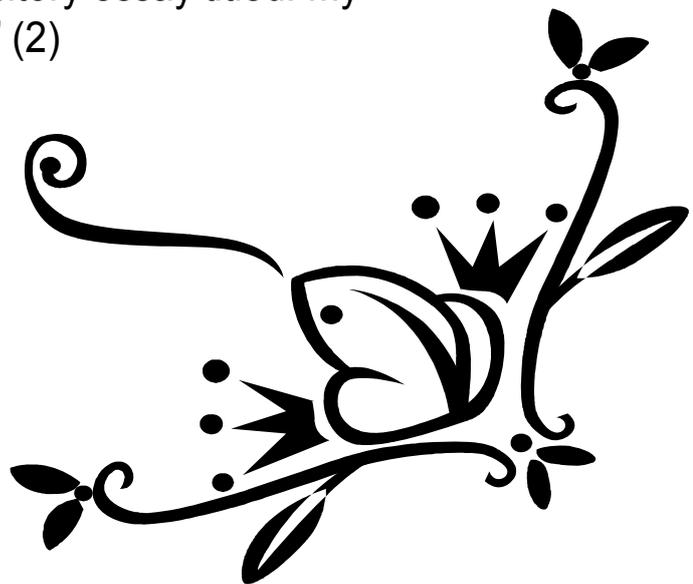
## LESSON NUMBER: 28

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (11) : Describing an Animal (2).

➤ **CONTEXT:**

“Write an expository essay titled: My favorite animal.” (2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (11): Describing an animal (2).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My favorite animal.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.

**LESSON NUMBER:** 28

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Identify the different animal behaviors (The behaviors studied in this lesson are: 1) Aquatic Animals; 2) Domesticated Animals; 3) Endangered Animals; 4) Extinct Animals; 5) Hibernating Animals; 6) Migratory Animals; 7) Nocturnal Animals; 8) Poisonous Animals; 9) Social Animals; 10) Solitary Animals; 11. Terrestrial Animals; 12) Territorial Animals and 13) Venomous Animals).

SCIENCE

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

- 12.B.2a Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).

**1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.4. Pairs Compare; 1.5. Stand Up, Hand Up, Pair Up. 2. Modeling.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, animal cards, animal charts.

### 3.2. Introductory Set:

☞ *Review of previous lesson:*

- ✓ *Review Questions:* 2 minutes (repeat generalizations and have students support them with facts). What did we learn yesterday: 1) Who remembers what are some of the body parts of some animals?; 2) Can you name some of the animal body parts?; 3) How do you spell the word.....(teacher will say some body parts out loud and students will spell those words)?; 4) Can you think of a group of animals that you could group by just having the same body part?; 5) How is ..... (name of one animal) similar / different to .....(name of one animal) ?

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Game: Animals Body Parts.”

☞ *Cooperative Strategies:* *Discussion*

☞ *Description:* Teacher will make it interesting by:

- Presenting students with different picture cards that have the names of some animals (See below. Animals.1- 8) and some picture cards that have the animal body parts. (See below. Animals body parts. 1-3)
  - 1) Students will have to find one animal for each of the animal body parts. Example: 1. Scales: Snake. They can use the joker one time to replace JUST ONE category.
  - 2) How to play the game:
    - a) Look for the animal body parts cards. Put them, in numerical order, in front of you. (Numbers 1-19).
    - b) Look for the animal cards (pictures of animals with animal names). (They should have been previously cut and place inside of a plastic bag.)
    - c) Look for one animal for each of the categories. Ex. Animals with horns = goat.
  - 3) The first group to complete the task is the winning group.

- 4) Students will be working as a group and playing against the other groups of the class.
- 5) To help themselves, students will be using the checklist about animal body parts from the previous lesson.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

#### ☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about animals. The focus of today’s lesson will be:

**1) *Animals behaviors.*** The way those animals live.

*Example: Migratory:* Animals that travel great distances at certain times of the year. Ex. Pacific salmon; wapiti (elk); caribou; moose; African antelopes; etc.

**2) *Animals feeding habits.*** The way those animals get their food and what they eat.

*Example: Parasites.* An organism that lives in or on and takes its nourishment from another organism. A parasite cannot live independently. Ex. Bedbugs; lice; leeches; ticks, fleas; mosquitoes; mites; tapeworms; hookworms; louse; etc.

#### ☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to describe an animal considering its behavior and feeding habits.

#### ☞ A.3. Why is this important?

Invite students to tell you why it is important.

#### ☞ A.4. What are the students going to do?

“Today you are going to continue describing your favorite animal. For that, you will be filling out the graphic organizers titled: “Describing an animal. (4-6).”

***B. Teacher will model the activities.***

First, teacher will distribute the checklist titled: “Expository Text. Description. Describing an animal. 8- 14” Teacher will read out loud all the different categories and will mention just one of the animals which fit into each category.

Second, teacher will model how to fill out the graphic organizer: “Describing an animal. (4-6).” Teacher will invite a volunteer to come to the front of the classroom and pick a card from the ones that were used during introductory activity: “Game: Animals Body Parts”. As a whole class, and using the graphic organizer (pages 4 – 6), teacher will write down what students are saying while describing one animal.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite animal*”. (2). (Part 2. Fill out the graphic organizers.4- 6).

➤ **Cooperative Strategies:** Rally Robin Reading; Pairs Check, Stand Up, Hand Up, Pair Up.

☞ **Description:** (For more details see students’ directions)

- 1) Teacher will ask students to continue working, with the same group they were working during the previous lesson, reading the information in the different checklists about how to describe an animal (8-14). Students will be working with their shoulder partner using the cooperative strategy Rally Robin Reading.
- 2) Students will also receive a graphic organizer (with several pages) titled “Describing an animal.” (4-6). Students will be filling out those pages using the cooperative strategy Pairs Check.
- 3) When students have completed their graphic organizers they will share with the rest of the classroom using the cooperative strategy Stand Up, Hand Up, Pair Up.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

First, we reviewed what we learned yesterday by playing the game: “Animals body parts”. Next, we have been learning about how to describe animals using, as a point of reference, the following elements: 1) *Animals behaviors*. The way those animals live. 2) *Animals feeding habits*. The way those animals get their food and what they eat. For that, you have received several checklists with many different examples. Finally, you have been practicing how to gather information using a checklist.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an animal?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Animals interesting facts. (See visual)

☞ Game:

*Lonely Little Ghost (active)*

A lonely ghost would love some company. He wants to make a ghost friend. His ghost friend won't be me. One child is chosen to be the lonely little ghost. He sits on a chair in the haunted house. Indicate a certain area for that purpose. The other children speak the verse and sneak into the haunted house. They tease the ghost. Any child he catches or tags within the boundaries of his haunted house becomes a ghost and joins him to try to catch the remaining children, who return again and again to tease and try to avoid being caught by the ghosts. The last child caught is the winner and may be the lonely little ghost the next time the game is played.

***Inform students of topic of next lesson.***

“In the next writing lesson, you will continue gathering information for your expository essay about your favorite animal.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can you name some animals which could be classified as .....(ex. Parasites)?
- ✓ 2. Can you name some animals whose feeding habit is .....(ex. Carnivores)?

- ✓ 3. Can you tell me what is the meaning of being “.....” (ex. Herbivores)?
- ✓ 4. How do you spell the word.....(teacher will say some feeding habits or behaviors out loud and students will spell those words)?

➤ 2. Comprehension

- ✓ 1. Can you write in your own words what it means to be a ..... (ex. Predator)?
- ✓ 2. Can you provide an example of what you mean by ... (ex. Hibernating behavior)?

➤ 3. Application

- ✓ 1. Can you group animals by characteristics such as ..... (ex. Being extinct)?
- ✓ 2. Can you apply the method used by ..... (ex. Predators, parasites, etc) to some experience of your own?
- ✓ 3. If you could have a conversation with a .....(ex. Migratory animal) what questions would you ask?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one animal) similar / different to .....(name of one animal) ?
- ✓ 2. What are some of the problems a.....(ex. Parasite) may experience?

➤ 5. Synthesis

- ✓ 1. Identify a problem one of these animals may experience (according to the characteristics we studied today) and try to come out with a solution.  
Ex. What could happen if a migratory animal breaks a wing and can't fly to another location of the world? Maybe it could be taken to a zoo where it could be taken care of.

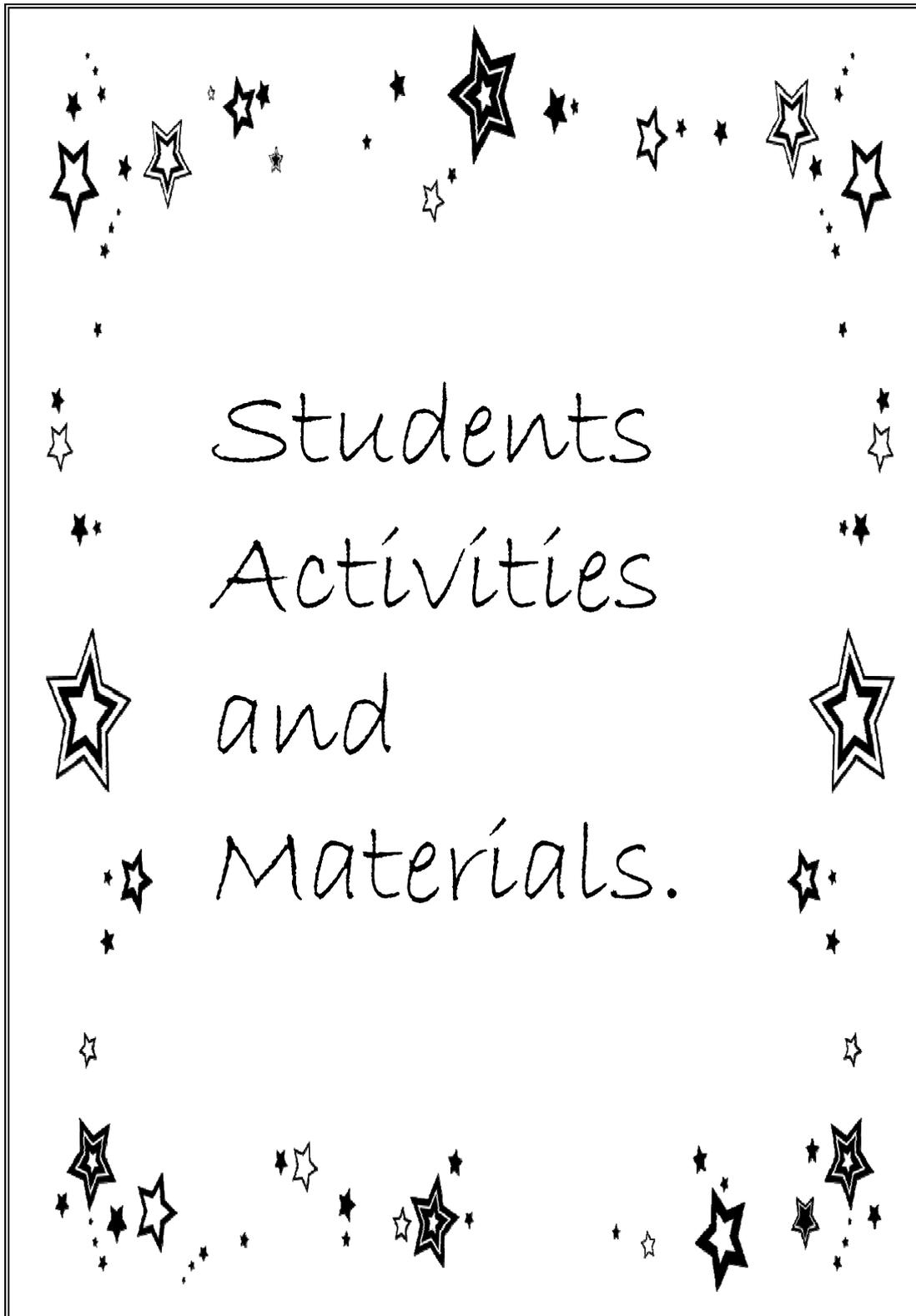
➤ Evaluation

- ✓ 1. Do you think being a ..... (ex. Predator) is a good thing or a bad thing?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Activity: “Write an expository essay titled: My favorite animal”. (2). (Part 2. Fill out the graphic organizers. 4- 6).**

1. Work with a partner (from the same group of students you were working, a maximum of 4 students per group). Using the cooperative strategy Rally Robin Reading, read the information in the different checklists about how to describe an animal (8-14).
2. Work with that same group, using the cooperative activity Pairs Check, to fill out your graphic organizers titled “Describing an animal.” (4-6).
3. Share with the rest of the classroom using the cooperative strategy Stand Up, Hand Up, Pair Up.

Rally Robin Reading.

1. In pairs, students take turns reading.
2. You may read a sentence, paragraph, or page each depending on ability level.

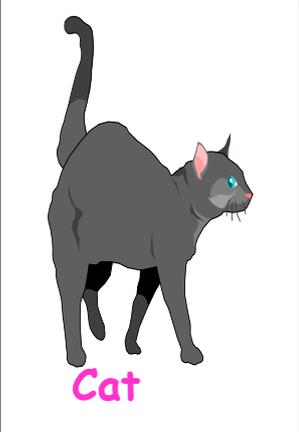
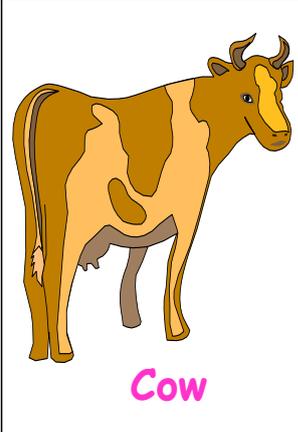
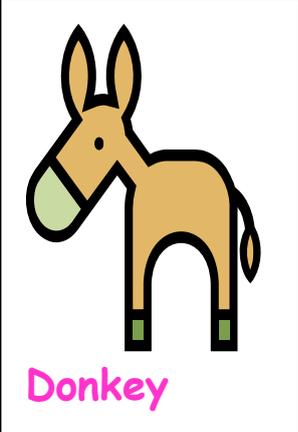
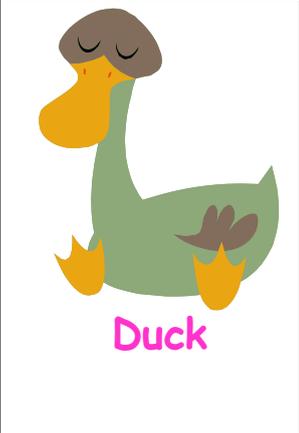
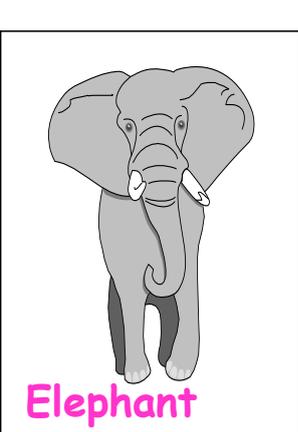
Pairs Check

1. In teams of four, students form two pairs.
2. One student in each pair works on a given problem or task while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles to work on the next problem.
5. After the pair has done two problems, they check with the other pair on their team.

Stand Up, Hand Up, Pair Up

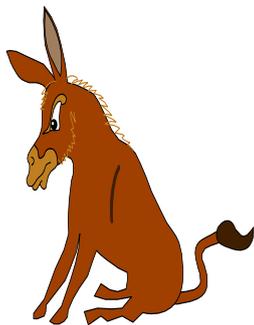
1. All students stand up and put their hands up.
2. Students walk around the room, mingle, mix, practice meeting and greeting, and when the teacher calls time they find a partner.
3. Students sit and put their hands down.
4. Teacher assigns and defines the task.
5. Students are given “think time.”
6. Pairs of students complete the task. They can do it following one of the following cooperative strategies: a) Timed Pair Share; b) Rally Robin Responses
7. Teacher randomly calls on groups to report.
8. Students thank their partners and depart.
9. Repeat as many times as needed.

**Introductory Activity. Game: Animals Body Parts.**

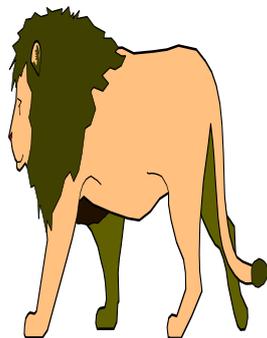
<b>ANIMALS. 1</b>		
 <p><b>Cat</b></p>	 <p><b>Cow</b></p>	 <p><b>Donkey</b></p>
 <p><b>Duck</b></p>	 <p><b>Dog</b></p>	 <p><b>Chicken</b></p>
 <p><b>Goat</b></p>	 <p><b>Eagle</b></p>	 <p><b>Elephant</b></p>

Maria Isabel Garcia Garrido

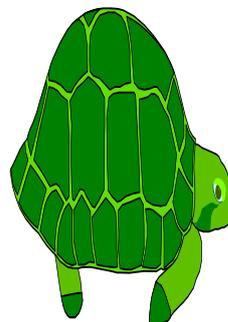
### ANIMALS. 2



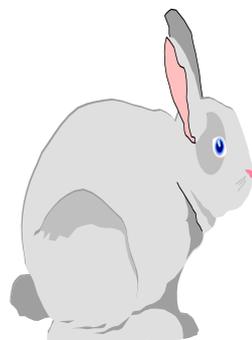
Donkey



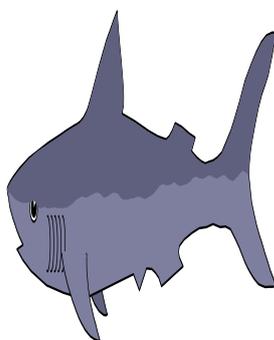
Lion



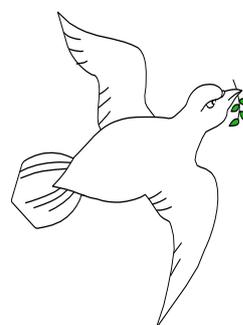
Turtle



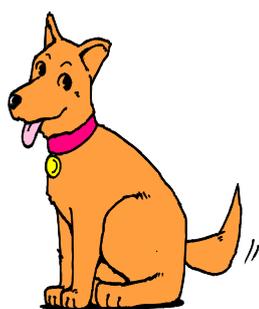
Rabbit



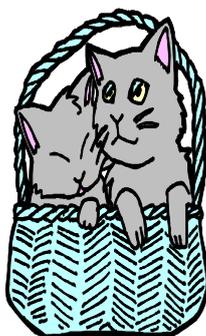
Shark



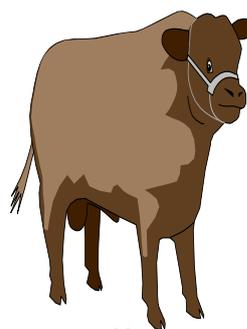
Bird



Dog



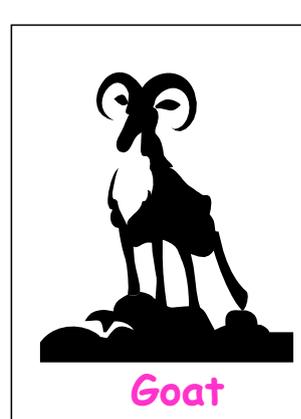
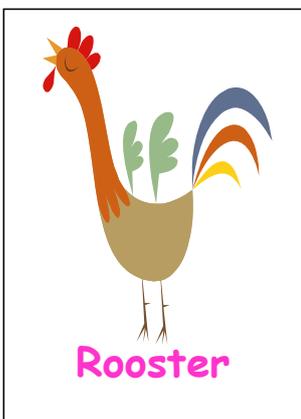
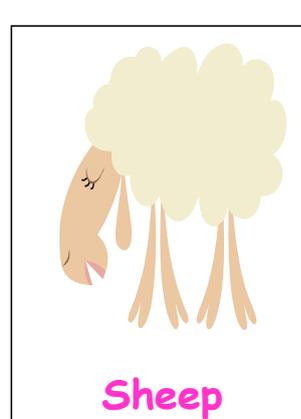
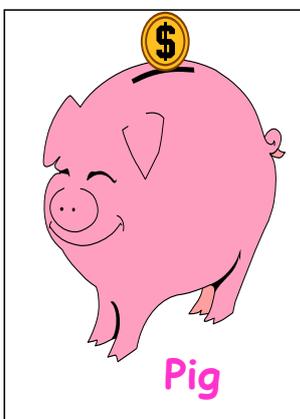
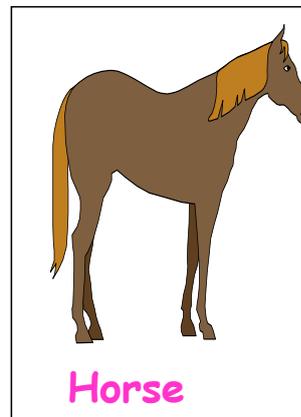
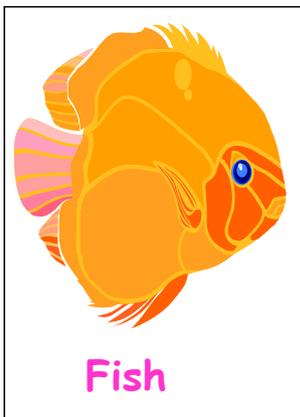
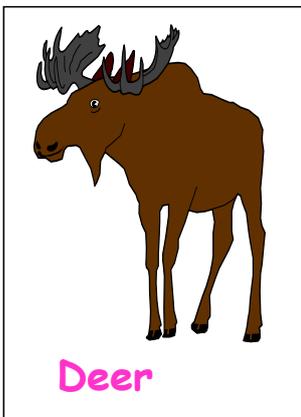
Kittens



Bull

Maria Isabel Garcia Garrido

### ANIMALS. 3

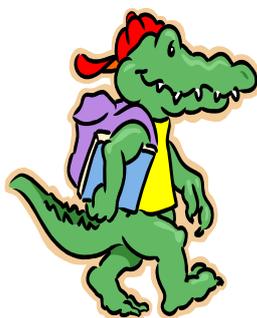


Maria Isabel Garcia Garrido

## ANIMALS. 4



Monkey



Crocodile



Lobster



Octopus



Buffalo



Porcupine



Koala



Kangaroo

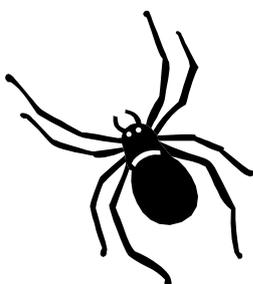


Owl

ANIMALS. 5



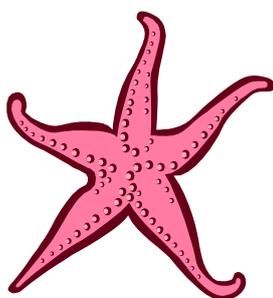
Anaconda



Spider



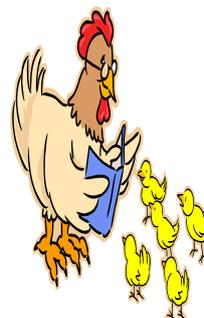
Sea Horse



Sea Star



Tiger



Hen



Zebra



Whales



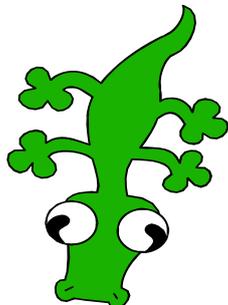
Turkey

Maria Isabel Garcia Garrido

ANIMALS. 6



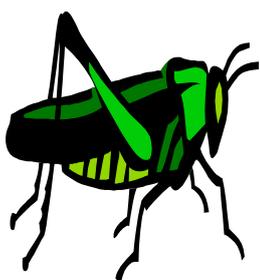
Frog



Lizard



Eel



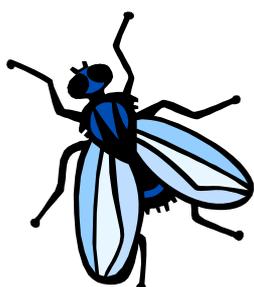
Cricket



Mouse



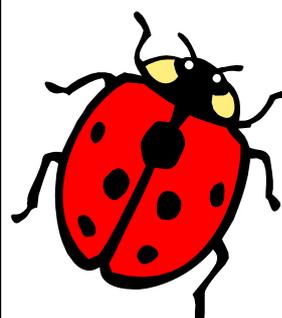
Dog



Fly

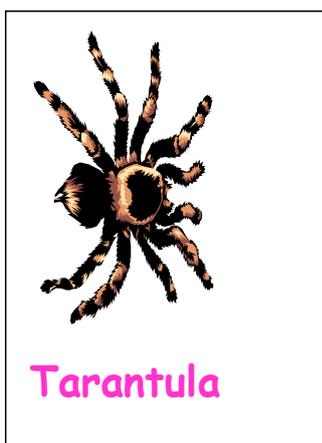
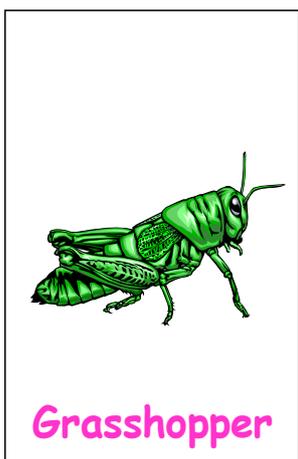
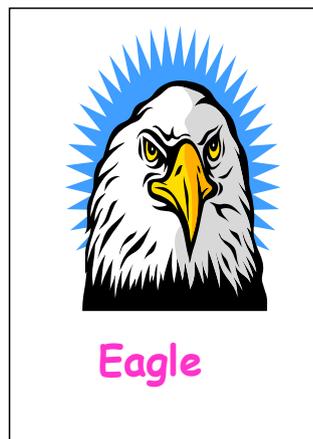
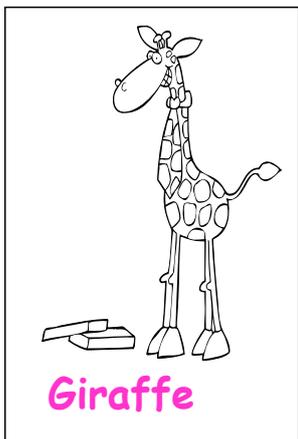
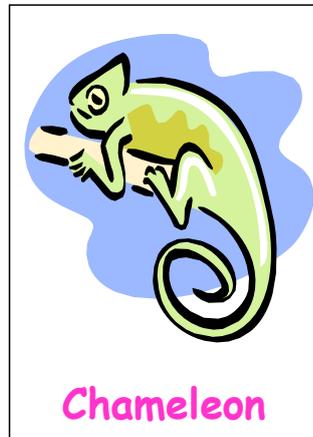
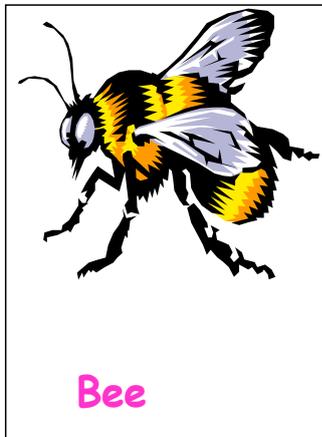
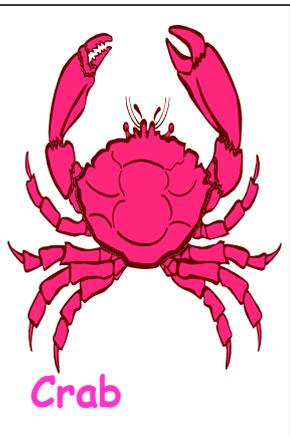


Kangaroo

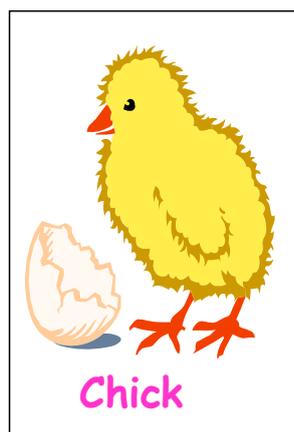
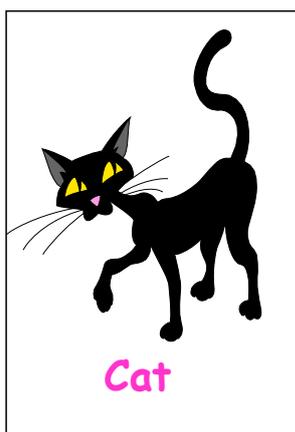
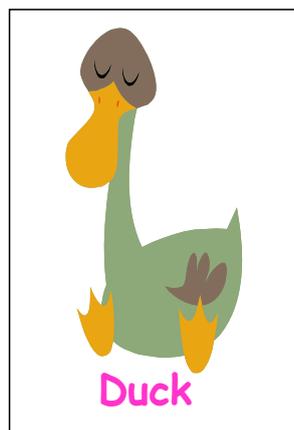
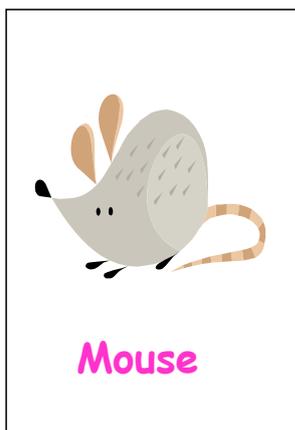
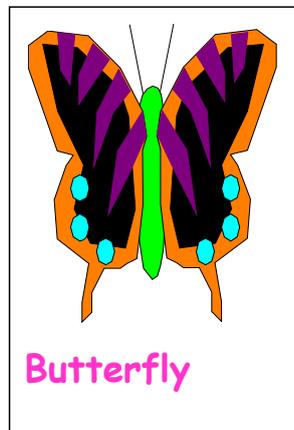
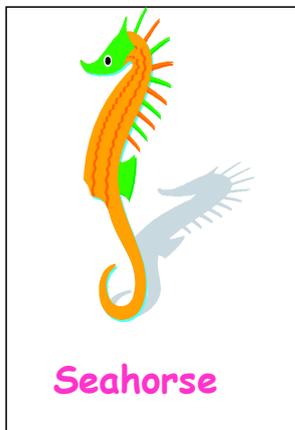


Ladybug

ANIMALS. 7



## ANIMALS. 8



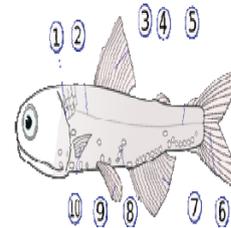
## Animals Body Parts (1)



1. Antlers



2. Claws



3. Fins



4. Fur



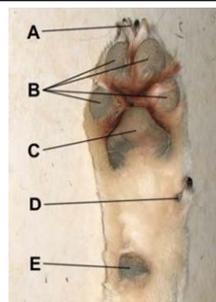
5. Gills



6. Hooves



7. Horns



8. Paws



9. Scales

## Animals Body Parts (2)



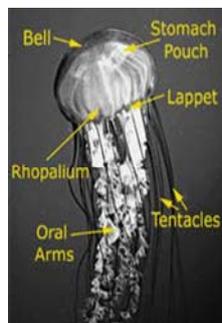
10. Shells



11. Spots



12. Stripes



13.  
Tentacles



14. Tusk



15. Wings



16. Beaks  
(also called bill or rostrum)



17. Fangs



18.  
Feathers

## Animals Body Parts (3)



19. Tails



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.



Joker.

To be replaced by **JUST ONE** category.

Expository Writing. Description. Describing an animal.

1

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (8)




Tail.  
Bird of Paradise



Aquatic.  
Otter



Domesticated.  
Camel

	Y	N
	😊	😬
<p><b>5. ANIMAL BODY PARTS (continued)</b></p> <p><b>5. 19. Animals with tails (continued)</b></p> <p>While tails are primarily a feature of vertebrates, some invertebrates—including scorpions and springtails—have tail-like appendages.</p> <p>Ex. Scorpion; peacock; birds of paradise; lyrebird; robin; crane; etc.</p> <hr style="border-top: 1px dotted #ccc;"/> <p><b>6. ANIMAL BEHAVIORS</b></p> <p><b>6. 1. Aquatic:</b></p> <p>Animals that live in water or marine environment.</p> <p>Ex. Frog; salmon; otter; seal; etc.</p> <hr style="border-top: 1px dotted #ccc;"/> <p><b>6. 2. Domesticated:</b></p> <p>Animals that live among humans.</p> <p>Ex. Dog; cat; camel; pig; cow; chicken; etc.</p>		

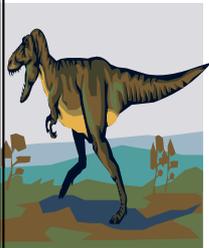
# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (9)




Endangered.  
Panda



Extinct.  
Dinosaur



Migratory.  
Salmon



Filet of Atlantic  
Salmon

	Y 	N 
<p><b>6. ANIMAL BEHAVIORS (continued)</b></p> <p><b>6. 3. Endangered:</b></p> <p>Animals that are in danger of becoming extinct because there are too few left from over hunting or loss of habitat.</p> <p>Ex. Leatherback turtle; blue whale; panda; etc.</p> <p>.....</p> <p><b>6. 4. Extinct:</b></p> <p>Animals that have disappeared from the earth.</p> <p>Ex. Dinosaurs; sabre-tooth tiger; mammoth; etc.</p> <p>.....</p> <p><b>6. 5. Hibernating:</b></p> <p>Animals that sleep during the winter months.</p> <p>Ex. Bear; marmot; skunks; chipmunks; some bats; etc.</p> <p>.....</p> <p><b>6. 6. Migratory:</b></p> <p>Animals that travel great distances at certain times of the year.</p> <p>Ex. Pacific salmon; wapiti (elk); caribou; moose; African antelopes; etc.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (10)



**Nocturnal.**  
The rear Northern Spotted Owl.



**Poisonous.**  
Puffer fish or blow fish



**Social.**  
Meerkat or Suricate

	Y 	N 
<p><b>6. ANIMAL BEHAVIORS (continued)</b></p> <p><b>6. 7. Nocturnal:</b></p> <p>Animals that are active at night.</p> <p>Ex. Owl; skunk; bat; toad; snow leopard; red fox; raccoon; opossum; hedgehog; firefly; badger; etc.</p> <p>.....</p>		
<p><b>6. 8. Poisonous:</b></p> <p>Animals that are toxic but have no means to deliver the toxin.</p> <p>Ex. Poison dart frog; sea cucumber; puffer fish; stone fish; marble cone snail; etc.</p> <p>.....</p>		
<p><b>6. 9. Social:</b></p> <p>Animals that live in groups, herds, pods, or packs.</p> <p>Ex. Ants; hippos; bees; wasps; termites; gorilla; hyena; wolf; killer whale; meerkat or suricate; etc.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(11)




Solitary. Koala



Terrestrial. Snail



Territorial. Lion



Venomous. Tarantula

	Y	N
		
<b>6. ANIMAL BEHAVIORS (continued)</b>		
<b>6. 10. Solitary:</b> Animals that spend most of their time alone.  Ex. Cougar; iguana; grizzly bear; skunks; rhinoceros; leopard; cats; tigers; koalas; etc.		
<b>6. 11. Terrestrial:</b> Animals that live on land.  Ex. Field mouse; tortoise; millipede; lizard; cricket; snail; beetle; ant; etc.		
<b>6. 12. Territorial:</b> Animals that defend a territory.  Ex. Lion; clown fish; mice; chipmunk; squirrel; dog; cat; etc.		
<b>6. 13. Venomous:</b> Animals that have a poison AND a way to deliver it such as a bit or a stinger. Not the same as poisonous.  Ex. Black widow spider; king cobra; scorpion; bee; wasp; tarantula; etc.		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(12)



**Carnivores.**  
Tasmanian Devil



**Herbivores.**  
Grasshopper



**Omnivores.**  
Hedgehog



**Insectivores.**  
Mexican red-kneed tarantula

#### 7. ANIMAL FEEDING HABITS

##### 7. 1. Carnivores

An animal that eats only other animals.

Ex. Hyenas; polar bear; seals; sea lions; walruses; dolphins; whales; Tasmanian devil; hawks; eagles; falcons; owls; vultures; etc.

##### 7. 2. Herbivores

An animal that eats only plants.

Ex. Panda; grasshopper; rabbit; deer; etc.

##### 7. 3. Omnivores

An animal that eats both meat and plants.

Ex. Bears; coatis; gray wolves; hedgehogs; opossums; pigs; chimpanzees; humans; raccoons; chipmunk; mice; rats; squirrels; skunks; chickens; etc.

##### 7. 4. Insectivores

An animal that eats mostly insects.

Y	N

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(13)




**Insectivores.**  
Chameleon



**Predator.** Jaguar



**Jaguar Range.**  
Present in the places in green.

	Y 	N 
<p><b>7. ANIMAL FEEDING HABITS (continued)</b></p> <p><b>7. 4. Insectivores (continued)</b></p> <p>Ex. Chameleon; spider; hedgehog; anteaters; carp; frogs; lizards; bats; spiders; dragonflies; hornets; ladybugs; praying mantises; etc.</p>		
<p><b>7. 5. Predators</b></p> <p>An animal that hunts and kills other animals to eat.</p> <p>Ex. Jaguar; snake; baleen whales; wolf; cougar; etc.</p>		
<p><b>7. 6. Scavengers</b></p> <p>An animal that eats other animals that are already dead.</p> <p>Ex. Striped hyena; crow; hagfish; vulture; burying beetles; blowflies; yellow jackets; raccoons; etc.</p>		
<p><b>7. 7. Filter Feeders</b></p> <p>Filter feeders (also known as suspension feeders) are animals that feed by straining suspended matter and food particles from water, typically by passing the water over a specialized structure, such as the baleen of baleen whales.</p>		

**EXPOSITORY ESSAY.**  
**3. DESCRIPTION.**  
**2.2.Describing an ANIMAL(14)**




**Filter Feeders.**  
**Clams**



**Parasites.**  
**Bedbug**



**Cleaner.**  
**A Remora and its sucker-like organ**

	Y	N
		
<p><b>7. ANIMAL FEEDING HABITS (continued)</b></p> <p><b>7. 7. Filter Feeders (continued)</b></p> <p>Ex. Clams; krill; flamingos; sponges; blue whale; whale shark; etc.</p> <p>.....</p> <p><b>7. 8. Parasites</b></p> <p>An organism that lives in or on and takes its nourishment from another organism. A parasite cannot live independently.</p> <p>Ex. Bedbugs; lice; leeches; ticks, fleas; mosquitoes; mites; tapeworms; hookworms; louse; etc.</p> <p>.....</p> <p><b>7. 9. Cleaners</b></p> <p>An animal that eats the parasites off of another animal. That is called a symbiotic relationship.</p> <p>Ex. Clawfish; remora; plover; cleaner wrasse; etc.</p>		

**Animal Description. Checklist.**

<h1 style="margin: 0;">Describing an ANIMAL. (4)</h1>					
Name:.....	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Y</td> <td style="width: 50%; text-align: center;">N</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	Y	N		
Y	N				
					
Partner:.....					
<p><b>6. ANIMAL BEHAVIORS</b></p> <p>One animal may display more than one behavior at the same time. Explain shortly what is the behavior of this animal. Write the sentence:” Not applicable” on the dotted lines of those behaviors which do not describe your animal.</p> <p>6.1. Aquatic Animals .....</p> <p>.....</p> <p>6.2. Domesticated Animals .....</p> <p>.....</p> <p>6.3. Endangered Animals .....</p> <p>.....</p> <p>6.4. Extinct Animals .....</p> <p>.....</p> <p>6.5. Hibernating Animals .....</p> <p>.....</p> <p>6.6. Migratory Animals .....</p> <p>.....</p> <p>6.7. Nocturnal Animals .....</p> <p>.....</p> <p>6.8. Poisonous Animals .....</p> <p>.....</p>					
<b>MARIA ISABEL GARCIA GARRIDO</b>					

# Describing an ANIMAL. (5)

Name:.....

Partner:.....

Y	N
	

**6. ANIMAL BEHAVIORS (continued)**

6.9. Social Animals .....

.....

6.10. Solitary Animals .....

.....

6. 11. Terrestrial Animals .....

.....

6. 12. Territorial Animals .....

.....

6. 13. Venomous Animals .....

.....

**7. ANIMAL FEEDING HABITS**

What does your animal eat? Select what type of animal it is. Explain shortly what to be "....." is. Ex. If your animal is a carnivore you will have to explain shortly what it means to be a carnivore. Write "Not applicable" on the rest of the dotted lines that does not describe your animal's feeding habit.

7. 1. Carnivores .....

.....

7. 2. Herbivores .....

.....

# Describing an ANIMAL. (6)

Name:.....

Partner:.....

Y	N
	

## 7. ANIMAL FEEDING HABITS

7. 3. Omnivores .....

.....

7. 4. Insectivores .....

.....

7. 5. Predators .....

.....

7. 6. Scavengers .....

.....

7. 7. Filter Feeders .....

.....

7. 8. Parasites .....

.....

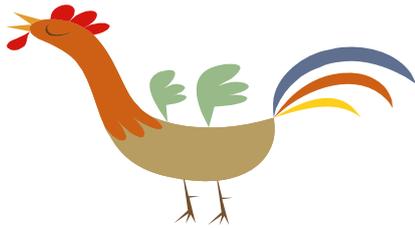
7. 9. Cleaners .....

.....

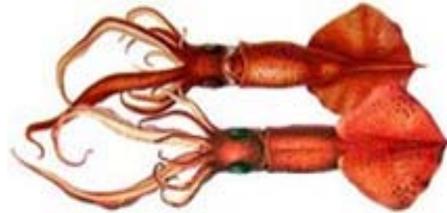
**Interesting Fact.**

## Animals Interesting Facts (2)

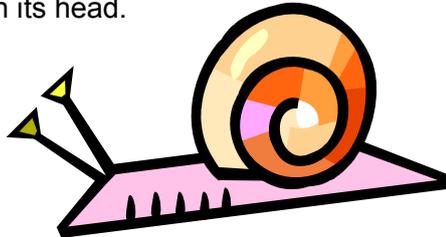
1. Chickens can't swallow while they are upside down.



2. A squid has 10 tentacles. .



3. A snail's reproductive organs are in its head.



4. A scallop has 35 blue eyes.



5. The left leg of a chicken is more tender than the right one.



6. The smartest dogs are the Jack Russell Terrier and Scottish Border collie.



7. A rat can go without water longer than a camel can.



8. A cow's only sweat glands are in its nose.



MARIA ISABEL GARCIA GARRIDO





## LESSON NUMBER: 29

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (12) : Describing an Animal (3).

➤ **CONTEXT:**

“ Write an expository essay titled: My favorite animal.” (3)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (12): Describing an animal (3).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: My favorite animal.” (3)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.

**LESSON NUMBER:** 29

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Identify animals as belonging to one particular animal class (ANIMAL CLASS (GROUPS): 1) Amphibians; 2) Fishes; 3) Birds; 4) Insects; 5) Reptiles and 6) Mammals).

- Identify animals as living in one particular habitat (the habitats studied in this lesson are: 1) Forest Habitat: 1.1. Rain forest; 1.2. Chaparral; 1.3. Taiga or Boreal Forest; 2) Desert; 3) Pond; 4) Swamp; 5) Cave; 6) Lake; 7) River and 8) Ocean)

The science objectives are:

- Identify the different animal behaviors (The behaviors studied in this lesson are: 1) Aquatic Animals; 2) Domesticated Animals; 3) Endangered Animals; 4) Extinct Animals; 5) Hibernating Animals; 6) Migratory Animals; 7) Nocturnal Animals; 8) Poisonous Animals; 9) Social Animals; 10) Solitary Animals; 11. Terrestrial Animals; 12) Territorial Animals; 13. Venomous Animals).

## SCIENCE

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

B. Know and apply concepts that describe how living things interact with each other and with their environment.

- 12.B.2a Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs).

### **1.2. Language Objectives:**

## LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.3. Pairs Compare; 1.4. Stand Up, Hand Up, Pair Up; 2. Modeling.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, animal cards, animal charts.

#### **3.2. Introductory Set:**

☞ *Review of previous lesson:*

- ✓ *Review Questions:* (repeat generalizations and have students support them with facts). (Bloom's Taxonomy). What did we learn yesterday: 1) Who remembers what some of the animals behaviors are?; 2) What about some animals feeding habits?; 3) Can you name some animals which could be classified as .....(ex. Parasites)?; 4) Can you name some animals whose feeding habit is .....(ex. Carnivores)?; 5) How do you spell the word.....(teacher will say some feeding habits or behaviors out loud and students will spell those words)? ; 6) Can you provide an example of what you mean by ... (ex. Hibernating behavior)?; 7) Can you group animals by characteristics such as ..... (ex. Being extinct)?; 8) What are some of the problems a.....(ex. Parasite) may experience?
- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Game: Fish – Animals Behaviors and Animals Feeding Habits”

☞ *Cooperative Strategies:* Discussion

☞ *Description:* Teacher will make it interesting by:

- Presenting students with different picture cards that have the names of some animals along with a description of behaviors and feeding habits.
  - 1) Object of the game: To get more pairs of animal cards (of the same category) than anyone else!
  - 2) Supplies Needed: 1 deck of cards. (See below. Animals feeding behaviors and eating habits. 1-6)
  - 3) How to Play: Students will have to fish for pairs of animals that share the same trait. Example. Aquatic: Otter and Frog.
  - 4) This game is played just like Fish, except you try to get cards about animals.

- 1st: Every player gets 4 cards, and the rest of the cards go in a pile in the center, face down. (A maximum of 4 players)
- 2nd: Teacher will say: “The person with the longest hair (or shortest hair, or blue eyes, etc.) is the first to play”. Each time they play there will be a different person that will begin the game. Everyone look at the cards they have, and then the first player asks one of the other players if he/she has an animal that would pair with one of the animal he/she has in his/her hand. Ex. Player 1:" I wish for an aquatic animal”.
- 3rd: Two things can happen now:
  - If the player you asked doesn't have a matching card, you pick a card from the pile and it becomes the next person's turn. (Even if you pick a matching card, you have to wait until the next turn to put the pair down.)

-or-

- If the player you asked does have a matching card, he/she will give you his/her card. You put his/her card and your card down, face up, in front of you. You made a pair, and now you get to ask if someone has another card that matches with one of the cards you have left in your hand.
- 4th: If you run out of cards, you pick 4 more from the pile. The game ends when all of the matches are made. Whoever has the most pairs of animal cards wins!
- 5th: You can use the joker to replace one of the animals that should be in a pair. Example. Aquatic: Otter and Frog. You can use the joker to replace either the otter or the frog and make a couple of animals.

- To help themselves, students will be using the checklist about animal behaviours and feeding habits from the previous lesson.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about animals. The focus of today’s lesson will be:

**1) *Animals Class (or groups)*.** There are many different types of animals in the world. Many animals are quite similar to each other. Others are quite different. Animals can be classified based on their similarities.

*Example: AMPHIBIANS.*

Amphibians are cold-blooded. Amphibians spend part of their lives under water and part of their lives on land. They lay jelly-covered eggs in the water. Amphibians breathe with gills or lungs or through their skin.

*Ex. Frogs, toads, newts and salamanders are amphibians.*

**2) *Animals Habitats*.** Animals live everywhere on earth--in every kind of terrain and every kind of climate. An animal's living place is called its habitat. Most animals are only adapted to live in one or two habitats. A habitat must have: 1) Water; 2) Food; 3) Shelter (protection from predators and weather); 4) Space is the area where to find food, shelter and water. It is where to hunt, find food, find a mate, raise a family etc.

*Example. A DESERT.*

A desert is a landscape or region that receives very little precipitation. Deserts can be defined as areas that receive an average annual precipitation of less than 250 mm (10 in), or as areas in which more water is lost than falls as precipitation.

*Ex. kangaroo, rat, Mexican gray wolf, dromedary, camel, rattlesnake, scorpion, beetle, foxes, puma, hawks, eagles, etc.*

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to describe an animal considering its class and habitat.

☞ A.3. Why is this important?

Invite students to tell you why it is important.

☞ A.4. What are the students going to do?

“Today you are going to continue describing your favorite animal. For that, you will be filling out the graphic organizers titled: “Describing an animal. (7-9).”

***B. Teacher will model the activities.***

First, teacher will distribute the checklist titled: “Expository Text. Description. Describing an animal. 15- 24” Teacher will read out loud all the different categories and will mention just one of the animals which fit into each category.

Second, teacher will model how to fill out the graphic organizer: “Describing an animal. (7-9).’ Teacher will invite a volunteer to come to the front of the classroom and pick a card from the ones that were used during introductory activity: “Game: Fish. Animals Behaviors and Feeding Habits”. As a whole class, and using the graphic organizer (pages 7- 9), teacher will write down what students are saying while describing one animal.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite animal*”. (3). (Part 3. Fill out the graphic organizers.7- 9).

➤ **Cooperative Strategies:** Rally Robin Reading; Pairs Check; Stand Up, Hand Up, Pair Up.

☞ **Description:** (For more details see students’ directions)

- 1) Teacher will ask students to continue working, with the same group they were working during the previous lesson, reading the information in the different checklists about how to describe an animal (15-24). Students will be working with their shoulder partner using the cooperative strategy Rally Robin Reading.
- 2) Students will also receive a graphic organizer (with several pages) titled “Describing an animal.” (7-9). Students will be filling out those pages using the cooperative strategy Pairs Check.
- 3) When students have completed their graphic organizers they will share with the rest of the classroom using the cooperative strategy Stand Up, Hand Up, Pair Up.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we reviewed the “Animals Behaviors and Animals Feeding Habits” through the game fish. We have also have been learning about how to describe animals using, as a point of reference, the following elements: 1) *Animals Class*. The classification made based on some basic characteristics that a group of animals have in common. 2) *Animals*

*Habitats.* The animals' home that must have: 1) Water; 2) Food; 3) Shelter (protection from predators and weather); 4) Space is the area where to find food, shelter and water. It is where to hunt, find food, find a mate, raise a family etc. For that, you have received several checklists with many different examples. Finally, we have also been learning about how to gather information using a checklist.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an animal?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Animals interesting facts. (See visual)

☞ Game:

*Missing Child (passive)*

One player stands blindfolded in the centre of the room. Have the other children stand in a circle or a line. Have the children switch places in the circle and take one person out of the room. Then unblindfold the child in the centre, and give him one minute to name the missing player. Let the person who was removed now be blindfolded.

***Inform students of topic of next lesson.***

“In the next writing lesson, you will use all the information that you have gathered in your graphic organizers to compose your essay titled: My favorite animal”.

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name some animals which could be classified as .....(ex. Mammals)?
- ✓ 2. Can you name some animals whose habitat is .....(ex. The rain forest)?

- ✓ 3. Can you tell me what is the meaning of being “.....” (ex. Reptile)?
- ✓ 4. Which is true or false:
  - 4. 1) **Reptiles** (meaning "to creep") are a group of animals that have scales (or modified scales), breathe air, and usually lay eggs. (True)
  - 4. 2) **Insects** have 9 legs (when fully grown). (False. They have 6 legs).
  - 4. 3) **Amphibians** are hot-blooded. (False. They are cold-blooded).
  - 4. 4) **Amphibians** spend part of their lives under water and part of their lives on land. (True).
  - 4. 5) **Amphibians** breathe with lungs. (True). Amphibians breathe with gills or lungs or through their skin.
- ✓ 5. How do you spell the word.....(teacher will say some animal class and habitats out loud and students will spell those words)?

➤ 2. Comprehension

- ✓ 1. Can you write in your own words what it means to be a ..... (ex. Bird)?
- ✓ 2. Can you provide an example of what you mean by ... (ex. **Mammals** are the most intelligent creatures on earth. They learn to adapt to many different climates and living conditions.)?

➤ 3. Application

- ✓ 1. Can you group animals by class or habitat (ex. Reptiles; Ocean, etc.)?
- ✓ 2. Can you apply the method used by ..... (ex. Amphibians etc) to some experience of your own?
- ✓ 3. If you could have a conversation with a .....(ex. Piranha) what questions would you ask?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one animal) similar / different to .....(name of one animal) ?
- ✓ 2. Can you distinguish between.....(Different animal class: Ex: Birds and Insects. Or different habitats: Ex. Tundra versus River)?
- ✓ 3. What are some of the problems a.....(ex. Bird) may experience?

➤ 5. Synthesis

1. Could you create your own chart to talk about the main characteristics of animals?

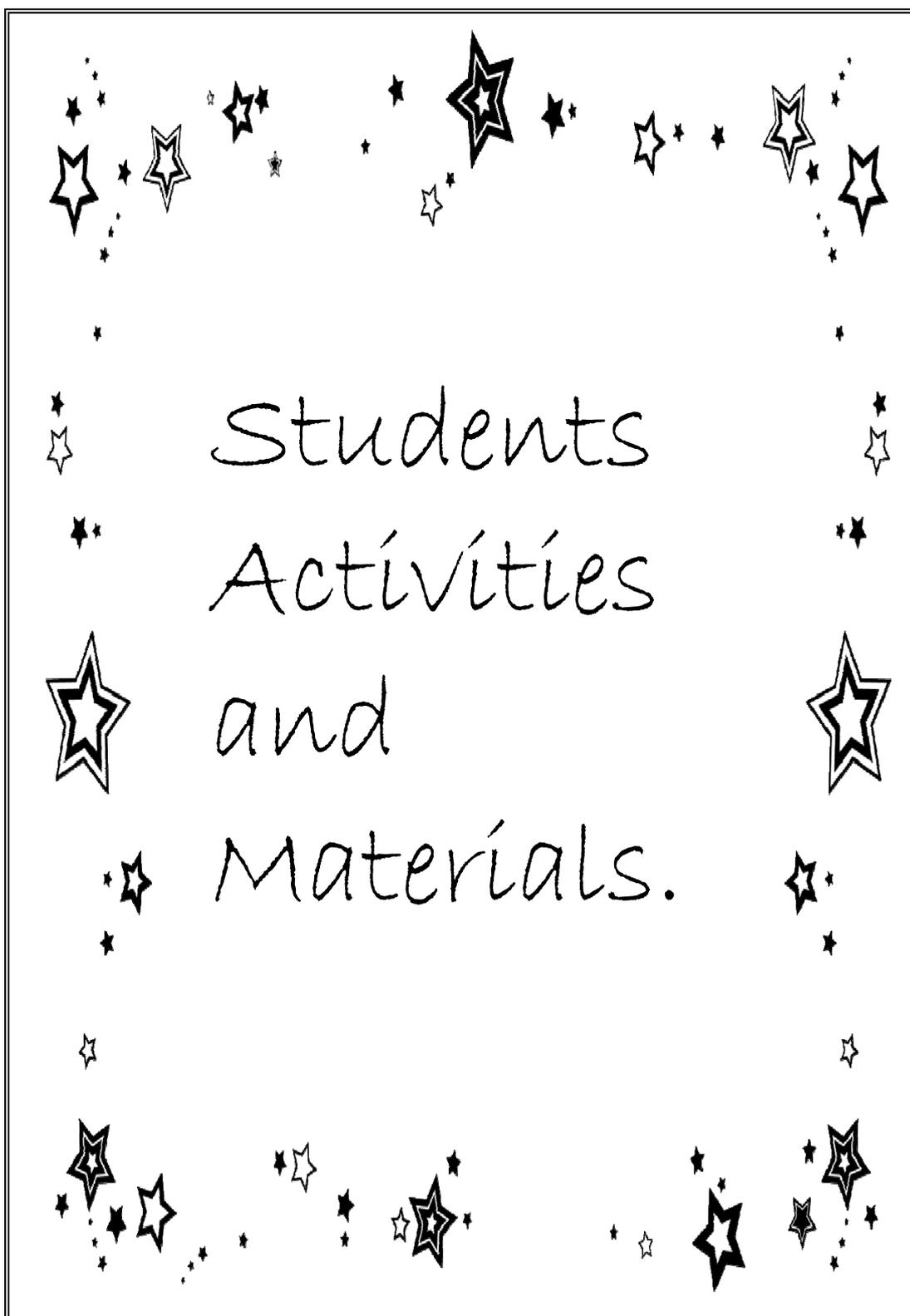
➤ 6. Evaluation

✓ 1. Do you think living in ..... (ex. Desert) is a good thing or a bad thing?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Activity: “Write an expository essay titled: My favorite animal”. (3). (Part 3. Fill out the graphic organizers. 7-9).**

1. Work with a partner (from the same group of students you were working, a maximum of 4 students per group). Using the cooperative strategy Rally Robin Reading, read the information in the different checklists about how to describe an animal (15-24).
2. Work with that same group, using the cooperative activity Pairs Check, to fill out your graphic organizers titled “Describing an animal.” (7-9).
3. Share with the rest of the classroom using the cooperative strategy Stand Up, Hand Up, Pair Up.

Rally Robin Reading.

1. In pairs, students take turns reading.
2. You may read a sentence, paragraph, or page each depending on ability level.

Pairs Check

1. In teams of four, students form two pairs.
2. One student in each pair works on a given problem or task while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles to work on the next problem.
5. After the pair has done two problems, they check with the other pair on their team.

Stand Up, Hand Up, Pair Up

1. All students stand up and put their hands up.
2. Students walk around the room, mingle, mix, practice meeting and greeting, and when the teacher calls time they find a partner.
3. Students sit and put their hands down.
4. Teacher assigns and defines the task.
5. Students are given “think time.”
6. Pairs of students complete the task. They can do it following one of the following cooperative strategies: a) Timed Pair Share; b) Rally Robin Responses
7. Teacher randomly calls on groups to report.
8. Students thank their partners and depart.
9. Repeat as many times as needed.

**Introductory Activity. Game Fish. Animals Behaviors and Feeding Habits.**

## Animals Behaviors and Feeding Habits (1)



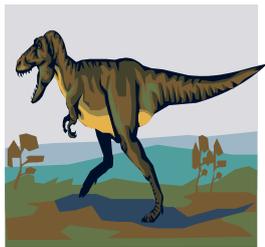
**6.1. Aquatic: Otter**  
Animals that live in water or marine environment.



**6. 2. Domesticated: Camel**  
Animals that live among humans.



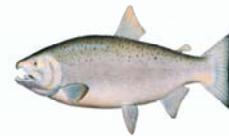
**6. 3. Endangered: Panda Bear**  
Animals that are in danger of becoming extinct because there are too few left from over hunting or loss of habitat.



**6. 4. Extinct: Dinosaur**  
Animals that have disappeared from the earth.



**6. 5. Hibernating: Bear**  
Animals that sleep during the winter months.



**6. 6. Migratory: Salmon**  
Animals that travel great distances at certain times of the year.



**6. 7. Nocturnal: Owl**  
Animals that are active at night.



**6. 8. Poisonous: Puffer fish or blow fish**  
Animals that are toxic but have no means to deliver the toxin.



**6. 9. Social: Meerkat or suricate**  
Animals that live in groups, herds, pods, or packs.

**Maria Isabel Garcia Garrido**

## Animals Behaviors and Feeding Habits (2)



**6. 10. Solitary: Koala**  
Animals that spend most of their time alone.



**6. 11. Terrestrial: Snail**  
Animals that live on land.



**6. 12. Territorial: Lion**  
Animals that defend a territory.



**6. 13. Venomous: Tarantula**  
Animals that have a poison AND a way to deliver it such as a bit or a stinger. Not the same as poisonous.



**7. 1. Carnivores: Tasmanian Devil**  
An animal that eats only other animals



**7. 2. Herbivores: Grasshopper**  
An animal that eats only plants.



**7. 4. Insectivores: Tarantula**  
An animal that eats mostly insects.



**7. 5. Predators: Jaguar**  
An animal that hunts and kills other animals to eat.



**7. 6. Scavengers: Hyena**  
An animal that eats other animals that are already dead.

## Animals Behaviors and Feeding Habits (3)



### 7. 7. Filter Feeders: Clams

Animals that feed by straining suspended matter and food particles from water.



### 7. 8. Parasites: Bedbug

An organism that lives in or on and takes its nourishment from another organism. A parasite cannot live independently.



### 7. 9. Cleaners: Remora

An animal that eats the parasites off of another animal. That is called a symbiotic relationship.



To be used **JUST ONE TIME.**



To be used **JUST ONE TIME.**



To be used **JUST ONE TIME.**



To be used **JUST ONE TIME.**

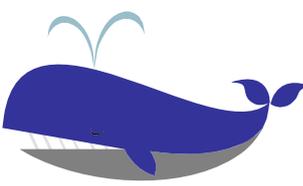


To be used **JUST ONE TIME.**



To be used **JUST ONE TIME.**

## Animals Behaviors and Feeding Habits (4)

 <p><b>6.1. Aquatic: Frog</b> Animals that live in water or marine environment.</p>	 <p><b>6.2. Domesticated: Chicken.</b> Animals that live among humans.</p>	 <p><b>6.3. Endangered: Blue Whale</b> Animals that are in danger of becoming extinct because there are too few left from over hunting or loss of habitat.</p>
 <p><b>6.4. Extinct: Mammoth</b> Animals that have disappeared from the earth.</p>	 <p><b>6.5. Hibernating: Marmot</b> Animals that sleep during the winter months.</p>	 <p><b>6.6. Migratory: Moose</b> Animals that travel great distances at certain times of the year.</p>
 <p><b>6.7. Nocturnal: Bat</b> Animals that are active at night.</p>	 <p><b>6.8. Poisonous: Poison dart frog.</b> Animals that are toxic but have no means to deliver the toxin.</p>	 <p><b>6.9. Social: Ant</b> Animals that live in groups, herds, pods, or packs.</p>

Maria Isabel Garcia Garrido

## Animals Behaviors and Feeding Habits (5)



**6. 10. Solitary: Iguana**

Animals that spend most of their time alone.



**6. 11. Terrestrial: Tortoise**

Animals that live on land.



**6. 12. Territorial: Clownfish**

Animals that defend a territory.



**6. 13. Venomous: Scorpion.**

Animals that have a poison AND a way to deliver it such as a bit or a stinger.



**7. 1. Carnivores: Eagle**

An animal that eats only other animals



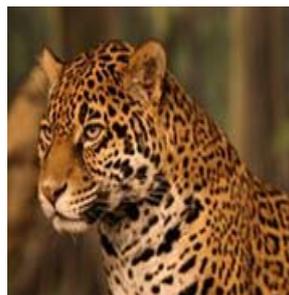
**7. 2. Herbivores: Grasshopper**

An animal that eats only plants.



**7. 4. Insectivores: Ladybug.**

An animal that eats mostly insects.



**7. 5. Predators: Jaguar**

An animal that hunts and kills other animals to eat.



**7. 6. Scavengers: Vulture**

An animal that eats other animals that are already dead.

## Animals Behaviors and Feeding Habits (6)

		
<p><b>7. 7. Filter Feeders: Flamingos</b> Animals that feed by straining suspended matter and food particles from water.</p>	<p><b>7. 8. Parasites: Mosquito</b> An organism that lives in or on and takes its nourishment from another organism. A parasite cannot live independently.</p>	<p><b>7. 9. Cleaners: Plover</b> An animal that eats the parasites off of another animal. That is called a symbiotic relationship.</p>

Expository Text. Describing an animal.

1

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (15)




Amphibian: Newt



Amphibian: Salamander



Fish: Scorpionfish

	Y 	N 
<p><b>8. ANIMAL CLASS (GROUPS)</b></p> <p><b>8. 1. AMPHIBIANS</b></p> <p><b>Amphibians</b> are cold-blooded. Amphibians spend part of their lives under water and part of their lives on land. They lay jelly-covered eggs in the water. Amphibians breathe with gills or lungs or through their skin.</p> <p>Ex. Frogs, toads, newts and salamanders are amphibians.</p> <hr style="border-top: 1px dotted #ff69b4;"/> <p><b>8. 2. FISHES</b></p> <p><b>Fishes</b> are cold blooded. Fishes lay eggs. Most fishes are covered with scales. They have fins not legs. Fishes live in water and breathe through gills.</p> <p>Ex. Temperate Basses; Lantern fishes; Smelts; Barracudinas; Right eye; Flounders; Fathead; Scullions; Quill fish; Skates; Salmons; trout; Drums; Scorpion fishes/Rockfishes; etc.</p> <hr style="border-top: 1px dotted #ff69b4;"/> <p><b>8. 3. BIRDS</b></p> <p>A <b>bird</b> is an animal with feathers. Birds have two legs and two wings. Birds have a beak or a bill. They lay eggs. The young hatch from the eggs. They are warm-blooded. Birds breathe faster than mammals and their bodies are warmer.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(16)




Bird: Vulture



Insect: Cicada



Insect: Dragonfly

**8. ANIMAL CLASS (GROUPS) (continued)**

**8. 3. BIRDS (continued)**

Only mammals and birds are warm-blooded.

Ex. Woodpecker; toucan; pelican; vulture; flamingo; falcon; Hummingbird; spoonbill; etc.

---

**8. 4. INSECTS**

**Insects** have six legs (when fully grown). The body of an insect is made up of three parts: head - thorax – abdomen. Each insect has one pair of antennae or feelers. The feelers help the insect find food. They have their "skeletons" on the outside (like a shell). Insects have one or two pairs of wings. Insects are cold-blooded. They have no lungs, but small openings on their bodies. Insects lay many eggs. Most insects go through a life cycle called *metamorphosis*. (egg, larva, pupa, adult). The "baby" insect does not look at all like the adult insect. Some insects go through only three changes (like the grasshopper).

Ex. Butterfly; moth; lady bug; grasshopper; dragonfly; cricket; beetle; cicada; mosquito; praying mantis; etc.

NOTE: A spider is not an insect. Spiders have 8 legs. The spider has two parts to its body and no antennae.

Y	N
😊	😬

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2. Describing an ANIMAL (17)




Reptile:  
Spotted Python



Reptile: Tuara



Mammals: From Top-left going clockwise: giraffe, golden crown fruit bat, lion, hedgehog

#### 8. ANIMAL CLASS (GROUPS) (continued)

##### 8. 5. REPTILES

**Reptiles** (meaning "to creep") are a group of animals that have scales (or modified scales), breathe air, and usually lay eggs. Reptiles are alike in the following ways: 1) They have dry, scaly skin. 2) They have short legs or no legs at all. 3) They breathe with lungs. 4) They are cold-blooded. 5) Reptiles are vertebrates -- they have backbones. 6) Most young reptiles hatch from eggs, but not all do. 7) Many snakes have live babies. 8) Young reptiles look like their parents.

Ex. Snakes, lizards, turtles, tortoises, alligators and crocodiles are REPTILES.

##### 8. 6. MAMMALS

**Mammals** are the most intelligent creatures on earth. They learn to adapt to many different climates and living conditions. Some mammals are tame, some are wild, some are very large and some are small.

MAMMALS are alike in these ways: 1) They have fur or hair. 2) The babies drink milk from their mother's bodies. 3) They have a backbone. 4) They have four limbs (arms, legs, flippers). 5) They are warm-blooded. (Warm-blooded means that their bodies stay at almost the same temperature all the time.) 6) Most mammals are born alive. 7) ...

Y	N
	

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(18)




Mammal: Platypus



Mammal: Chipmunk



The remaining fragmented habitats of the African Elephant

	Y	N
		
<p><b>8. ANIMAL CLASS (GROUPS) (continued)</b></p> <p><b>8. 6. MAMMALS (continued)</b></p> <p>7) They breathe air through lungs.</p> <p>Note: Most baby mammals grow inside their mother and are born alive. There are a few mammals that grow inside an egg in their mother's body.</p> <p>Ex. Bears, apes, wolves, the hippopotamus, rodents (rabbit, gopher, chipmunk ), lions, tigers, whales, dolphins and people are all MAMMALS. Some unique mammals are whales and dolphins, bats, the armadillo and the platypus.</p>		
<p><b>9. HABITAT</b></p> <p>A habitat is the natural environment where organisms live. It is more than a home. It is more like a neighborhood. It's an animals home. It must have: 1) Water; 2) Food; 3) Shelter (protection from predators and weather); 4) Space is the area where to find food, shelter and water. It is where to hunt, find food, find a mate, raise a family etc.</p> <p>There are many habitats some of them are:</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(19)



Toucan



Map of the Amazon rainforest.



Anaconda

	Y 	N 
<p><b>9. HABITAT (continued)</b></p> <p>There are many habitats some of them are:</p> <p><b>9.1. Forest Habitat</b></p> <p><b>9.1.1. Rain forest</b></p> <p><b>Rainforests</b> are forests where it rains a lot. Rainforests are home to two-thirds of all the living animal and plant species on Earth. Tropical rainforests have been called the "jewels of the Earth," and the "world's largest pharmacy," because of the large number of natural medicines discovered there.</p> <p>There are two types of Rainforest -- <i>the temperate and the tropical</i>. Tropical rainforests are found close to the equator. Temperate rainforests are found along coasts in the temperate zone, such as the Pacific Northwest of the USA. Both are endangered!</p> <p>The <i>Amazon Rainforest</i> is the largest rainforest in the world. Animals that can be found in the Amazon Rainforest include Jaguars, Spider Monkeys, Poison Dart Frogs and Anacondas, toucans, parrots, dodo birds,</p>		

EXPOSITORY ESSAY.  
 3. DESCRIPTION.  
 2.2.Describing an ANIMAL(20)



Chaparral, Santa Ines Mountains, near Santa Barbara, California



Quail



Wren

	Y	N
<p><b>9. HABITAT (continued)</b></p> <p><b>9.1. Forest Habitat (continued)</b></p> <p><b>9. 1.2. Chaparral</b></p> <p><b>Chaparral</b> is a shrubland or heathland plant community found primarily in the U.S. state of California and in the northern portion of Lower California, Mexico. It is shaped by a Mediterranean climate (mild, wet winters and hot dry summers) and wildfire. Similar plant communities are found in the five other Mediterranean climate regions around the world, including the Mediterranean Basin (where it is known as maquis), central Chile (where it is called matorral), South African Cape Region (known there as fynbos), and in Western and Southern Australia.</p> <p>The word chaparral is a loan word from Spanish. The Spanish word comes from the word chaparro, which means both small and dwarf evergreen oak, which itself comes from the Basque word txapar, with the same meaning.</p> <p>Examples of animals living in the Chaparral: In California, ground birds like the quail, wren, and thrasher live and nest in the protection of thick, low growing shrubs.</p>		

EXPOSITORY ESSAY.  
 3. DESCRIPTION.  
 2.2.Describing an ANIMAL(21)



Yellowstone



Yellowstone geyser



Elk



Wolverine

	Y 	N 
<p><b>9. HABITAT (continued)</b></p> <p><b>9.1. Forest Habitat (continued)</b></p> <p><b>9.1.3. Taiga or Boreal Forest</b></p> <p><b>Taigas</b> are found in many regions of the world. The taigas in Eurasia extend across Sweden, Finland, Russia, and Siberia. They run almost to the shores of the Pacific and Bering sea. In North America, the taiga goes eastward from Alaska to Canada, and Newfoundland. The taiga in the United States runs south to Minnesota, Michigan, and northern New England.</p> <p>The weather in taiga changes with the season. The winters are long, cold, and snowy. These forests have little precipitation. In the summer the days are very long. There are no daily temperature changes, and the seasons change gradually. It is amazing that the animals and trees can survive a climate so severe.</p> <p>A very famous Taiga or Boreal Forest is <u>National Park of Yellowstone.</u></p> <p>Animals that can be found in the Taiga or Boreal Forest include: Ermine, Eurasian Beaver, European Red Squirrel, Lynx, Moose, Snowshoe Rabbit, Wolverine, Bohemian Waxwing, Hawk Owl, Pine Grosbeak, Red-Throated Loon, Elk, etc.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(22)



Hills in the Judean Desert.



Antarctica is the largest desert



Garden pond near Niagara Falls

	Y	N
<p><b>9. HABITAT (continued)</b></p> <p><b>9. 2. Desert</b></p> <p>A <b>desert</b> is a landscape or region that receives very little precipitation. Deserts can be defined as areas that receive an average annual precipitation of less than 250 mm (10 in), or as areas in which more water is lost than falls as precipitation.</p> <p>Ex. kangaroo, rat, Mexican gray wolf, dromedary, camel, rattlesnake, scorpion, beetle, foxes, puma, hawks, eagles, etc.</p>		
<p><b>9. 3. Pond</b></p> <p>A <b>pond</b> terrain feature is a body of water smaller than a lake. Ponds are teeming with both animal and plant life.</p> <p>Ex. Fish, crayfish, tadpoles, frogs, ducks, snail, dragonfly, raccoons, earthworms, etc.</p>		
<p><b>9. 4. Swamp</b></p> <p>A <b>swamp</b> is a wetland that features temporary or permanent inundation of large areas of land by shallow bodies of water, generally with a substantial number of hammocks, or dry-land protrusions, and covered by aquatic vegetation, or vegetation that tolerates periodical inundation. The water of a swamp may be fresh water or salt water.</p>		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(23)




Everglades. Swamp located in South Florida.



Lechuguilla cave, New Mexico



Lake Titicaca is a lake located on the border of Bolivia and Peru.

	Y	N
		
<b>9. HABITAT (continued)</b>		
<b>9. 4. Swamp (continued)</b>		
Ex. Alligators, tadpoles, frogs, fish, etc.		
<b>9. 5. Cave</b>		
A <b>cave</b> is a natural underground void large enough for a human to enter. Some people suggest that the term 'cave' should only apply to cavities that have some part that does not receive daylight; however, in popular usage, the term includes smaller spaces like sea caves, rock shelters, and grottos.		
Ex. Bat, cave crickets, tooth cave spider, Alabama cave shrimp, Texas blind salamander, cave crayfish, snails, etc.		
<b>9. 6. Lake</b>		
A <b>lake</b> (from Latin <i>lacus</i> ) is a terrain feature (or physical feature) that is an considerable inland body of water, not part of the ocean, that is larger and deeper than a pond, and may or may not be moving slowly, and is localized to the bottom of basin (another type of landform or terrain feature) an is fed by a river. Lake Titicaca is the highest navigable lake on the planet. The largest lake in the world by surface area is the Caspian Sea.		
Ex. Fishes (salmon, etc), insects (flies, mosquitoes, etc), reptiles (frogs, etc), etc.		

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.2.Describing an ANIMAL(24)



The Nile passes through Cairo, Egypt's capital city.



Jellyfish



Piranha



Octopus

	Y	N
<p><b>9. HABITAT (continued)</b></p> <p><b>9. 7. River</b></p> <p>A <b>river</b> is a natural stream of water, usually freshwater, flowing toward an ocean, a lake, or another stream. In some cases a river flows into the ground or dries up completely before reaching another body of water. Usually larger streams are called rivers while smaller streams are called creeks, brooks, rivulets, rills, and many other terms, but there is no general rule that defines what can be called a river. The River Nile, in Africa, is considered the longest river in the world.</p> <p>Ex. Different animals live in different rivers. For example, piranhas live in the amazons river.</p> <hr style="border-top: 1px dotted #ff00ff;"/> <p><b>9. 8. Ocean</b></p> <p>An <b>ocean</b> is a major body of saline water, and a principal component of the hydrosphere. There is no general consensus to whether there are 4 or 5 Oceans. These are: <u>1)The Pacific Ocean</u> is the largest; <u>2) The Atlantic Ocean</u> is the second largest; <u>3) The Indian Ocean</u> is the third largest area. <u>4) The Arctic Ocean</u> surrounds the North Pole. It is the smallest "ocean". <u>5) The Southern Ocean</u> is where you'll find Antarctica and the South Pole. Some say it is not an "ocean" at all, but the southern part of three "oceans": the Pacific, Atlantic, and Indian.</p> <p>Ex. Jellyfishes, whales, dolphins, octopus, lobsters, shrimp, brittle star, starfish, sea cucumber, sand dollar, etc.</p>		

**Interesting Fact.**

## Animals Interesting Facts (3)

1. With no sleep, a person will suffer death after the period of roughly ten days. Ants on the other hand do not need sleep at all.



2. Bats groom themselves almost constantly, and are very clean animals.



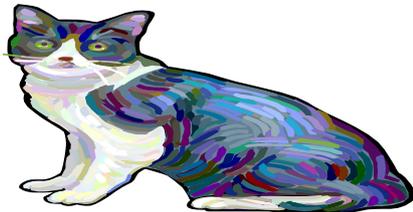
3. While humans can hold their breath for about a minute on average, a beaver can hold its breath for over forty five minutes.



4. Eagles have eyesight that is three to four times stronger than humans.



5. A cat can jump 5 times as high as it is tall.



6. An adult grizzly bear can eat about ninety pounds of salmon in a day.



7. When coyotes are about two years old, they select a mate and stay with that mate for life.



8. A giraffe pregnancy lasts approximately 15 months.







## LESSON NUMBER: 30

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (13) : Describing an Animal (4).

➤ **CONTEXT:**

“ Write an expository essay titled: My favorite animal.” (4)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (13): Describing and Animal (4).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** "Write an expository essay titled: My favorite animal." (4)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Science.

**LESSON NUMBER:** 30

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

The Science objectives are the same ones of the previous lesson. And also: Participants will be able to:

1. Identify and describe food, water, space and shelter as four essential components of habitat.
2. Describe the importance of good habitat for animals.
3. Define "limiting factors" and give examples.
4. Recognize that some fluctuations in wildlife populations are natural as ecological systems undergo a constant change.

**FINE ARTS**

**STATE GOAL 26:** Through creating and performing, understand how works of art are produced.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

- 26.B.2d. Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

**1.2. Language Objectives:**

- Students will be able to use descriptive adjectives accurately and without making any spelling mistakes.

- Students will include all the descriptive elements in the description of their favorite animal: 1. Opinion; 2. Size; 3. Length; 4. Color; 5. Body Parts; 6. Behaviors 7. Feeding Habits; 8. Class; 9. Habitat.

- Students will be able to compose leads or hooks: they should be appropriate to the topic of the essay; no spelling mistakes and correct grammar.

- Students will be able to use transition words to link sentences: students will be able to use at least 5 transition words correctly (right meaning for the particular situation) and without spelling mistakes.

## LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.

C. Communicate ideas in writing to accomplish a variety of purposes.

- 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.3. Designers Co-workers Showdown; 2. Modeling. 3. Independent practice.

.....

## 3. ACTIVITIES:

**3.1. Materials:** School supplies.

### 3.2. Introductory Set:

☞ *Review of previous lesson:* (Same one of previous lesson).

- ✓ *Review Questions:* Review of previous lesson. Ask questions using Bloom's Taxonomy. (You can re-used the ones from the end of the previous lesson or create similar ones). 1) Can you name some animals which could be classified as .....(ex. Insects)?; 2) Can you name some animals whose habitat is .....(ex. The Desert)?; 3) Can you tell me what is the meaning of being "....." (ex. Mammal)?; 4) How do you spell the word.....(teacher will say some animal class and habitats out loud and students will spell those words)?

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* "Habitat." Teacher will review about habitats by having students playing the below game.

☞ *Cooperative Strategies:* Discussion

☞ **Description:** Teacher will make it interesting by:

- Inviting students to play the “Habitat Game”. (See below. Instead of playing this game here, students will play this game at the end of the day. Teacher will use this time and the one devoted to the game and interesting fact that appears at the end of each lesson).

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about how to describe animals. When we are describing an animal there are a certain number of elements that we have to talk about: 1. Opinion; 2. Size; 3. Length; 4. Color; 5. Body Parts; 6. Behaviors 7. Feeding Habits; 8. Class; 9. Habitat. (See: Expository Writing. Describing an animal. Elements that should be present when you are describing an animal.) Also, when you are writing an essay you need to use a “lead/hook” at the beginning of your composition. Its functionality is the one of catching the eye of the reader.”

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to become more skillful at describing animals and writing descriptive compositions.”

☞ A.3. Why is this important?

“Writing a good description is an essential part of any type of writing.”

☞ A.4. What are the students going to do?

“Today you will be writing your composition about your favorite animal. Also, you will begin working with your partners on creating a habitat (a drawing on a big piece of bulletin board paper). You will glue (or tape), to that bulletin board paper, all your compositions (the ones of all the people who were working in the same group). Moreover, you will include all the information that you have turned in for your student self-assessment during all the days that we have been studying about how to describe animals. With all of that, you will create a display about your favorite animal.”

***B. Teacher will model the activities.***

First, teacher will model how to write a lead or hook. Second, teacher will model how to write complete sentences using the information that appears in the different graphic organizer. Third, teacher will model how to connect sentences using connectors. Finally, teacher will distribute a copy of the assessment rubric to students and will discuss with them what is going to be expected from their essays.

### ***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite animal.*” (4). (Part 4. Write your composition using the information that you gathered in your graphic organizers. Begin creating a representation of the habitat where your favorite animal lives.)

☞ **Cooperative Strategies:** *Rally Robin Reading*; *4S Brainstorming*

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will invite students to work with a partner, using the cooperative strategy *Rally Robin Reading*, reviewing: 1) the writing rubric; 2) the order of adjectives ; 3) connectors (adding information and giving example).
- 2) Second, students will decide on what their roles are going to be while creating their artistic representation for their habitat. They will be using the cooperative strategy *Designers Co-workers* (Designers Co-workers. Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).
- 3) Third, students will be working independently writing their compositions. Once they have finished their composition they will begin working on their habitat artistic representation following their role (Designer Co-workers Roles).

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

Today you were supposed to understand how to compose essays using graphic organizers, leading hooks and sentence connectors. Moreover, you were supposed to begin working on an artistic representation of your favorite animal habitat.

#### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Teacher will ask questions such as: “Who could tell me one element that you should consider while describing an animal?; What is a hook?; What are some of the words we use to connect sentences when we are trying to add information or give an example?”

***C. Add a closing story or interesting fact.***

↳ Interesting Fact: (See visual)

We will use the time we normally devote to this section to play a game outside. See below: Animal Habitat.

↳ Game:

We will use the time we normally devote to this section to play a game outside. See below: Animal Habitat.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to finish the artistic representation of your habitat that will serve as a display for the essays about your favorite animal. Also, you will help a partner to edit his/her composition.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name some of the elements that have to be present while describing an animal?
- ✓ 2. Can you name some of the “connectors” that we used to add information and give example?
- ✓ 3. Can you think about one descriptive adjective that you will use in order to describe an animal?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing an animal?
- ✓ 2. Can you explain, using your own words, what is a “hook”?
- ✓ 3. Why do you use a sentence connector?

➤ 3. Application

- ✓ 1. Can you think of a group of animals that will have the same (or very similar) characteristics?
- ✓ 2. Can you think of two sentences that you could link using a “connector”?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one animal) similar to .....(name of one animal) according to their look/appearance?
- ✓ 2. What is the relationship among these adjectives:.....?

Ex.1-- Rare; unusual; exciting; pretty; strange; fantastic; exceptional; extraordinary; magnificent; outstanding; preeminent; remarkable; singular; towering; uncommon; etc. --- Answer: Adjectives that express opinion.

Ex. 2-- Small, big, enormous, atomic, cramped, diminutive, dinky, faint, humble, imperceptible, inappreciable, incommensurable, infinitesimal, insignificant, Lilliputian, limited, little, etc. --- Answer: Adjectives that express size.

➤ 5. Synthesis

- ✓ 1. Could you create your own chart/song/poem, etc that could help you remember the elements/adjectives you should use while describing an animal?

➤ 6. Evaluation

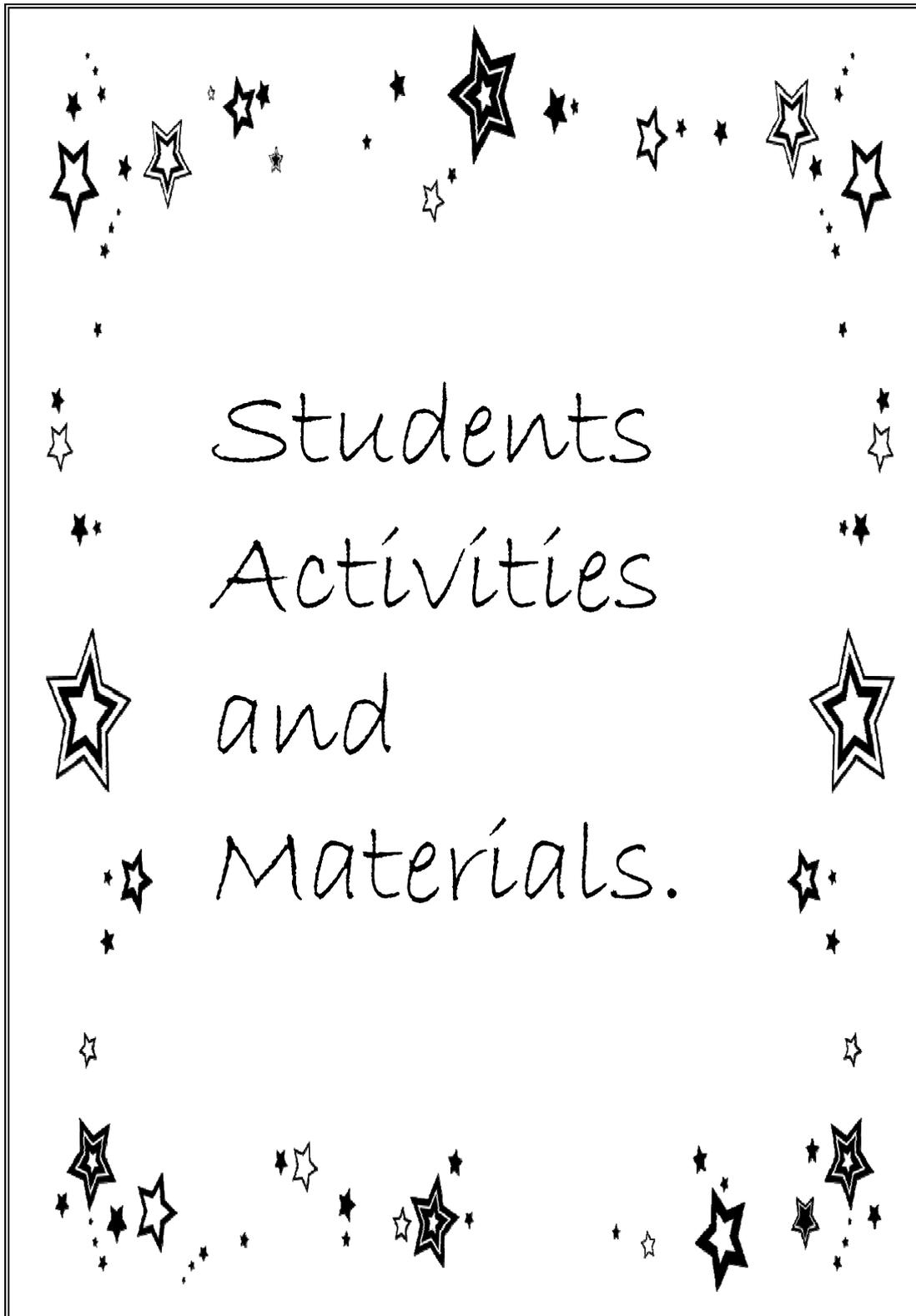
- ✓ 1. Judge the value of using “connectors” to join two sentences.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Rubric.** Please, see the rubric that was designed for this lesson. (See below)



Students  
Activities  
and  
Materials.

**My Favorite Animal.. Writing Rubric.** Name:.....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DESCRIPTIVE ADJECTIVES</b>	All the descriptive adjectives are spelled and used properly. 100% Accuracy.	1 descriptive adjective is not spelled correctly or used inappropriately.	2 descriptive adjectives are not spelled correctly or used inappropriately.	3 descriptive adjectives are not spelled correctly or used inappropriately.	4 descriptive adjectives are not spelled correctly or used inappropriately.
<b>TRANSITION WORDS</b>	5 transition words are used correctly and without any spelling mistakes.	5 transition words are used correctly but there is 1 spelling mistake.	4 transition words are used correctly. There is 1 spelling mistake.	3 transition words are used correctly. Or there are 2 spelling mistakes.	2 transition words are used correctly. Or there are several spelling mistakes.
<b>DESCRIPTIVE ELEMENTS</b> 1. Opinion 2. Size 3. Length 4. Color 5. Body Parts 6. Behaviors 7. Feeding Habits 8. Class 9. Habitat	All the descriptive elements are present.	1 of the descriptive elements is missing.	2 of the descriptive elements are missing.	3 of the descriptive elements are missing.	4 of the descriptive elements are missing.
<b>HOOK</b>	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.

**TOTAL:** .....

**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Activity: “Write an expository essay titled: My favorite animal.” (4). (Part 4. Write your composition using the information that you gathered in your graphic organizers. Begin creating a representation of the habitat where your favorite animal lives.)**

First, work with a partner, using the cooperative strategy Rally Robin Reading, reviewing: 1) the writing rubric; 2) the order of adjectives; 3) connectors (adding information and giving example).

Second, decide what are going to be your roles while creating the artistic representation for your habitat. You will be using the cooperative strategy Designers Co-workers (Designers Co-workers. Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).

Third, you will be working independently writing your compositions. Once you have finished your composition begin working on the habitat artistic representation following your role from the Designer Co-workers Roles.

**Designers Co-workers** (Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).

When the activity is finished, each of you has to write something that you have done to contribute to the team.

Name:	Job:
	<p>1. <b><u>Architect:</u></b> This person: 1) proposes ideas about types of drawings to include in the art project; 2) divides the paper in two sections and selects the drawings that correspond to each part; 3) makes sure that every body is on task; 4) presents the final project to the class.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <b><u>Designer 1:</u></b> Draws in section number one.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <b><u>Designer 2:</u></b> Draws in section number two.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <b><u>Writer:</u></b> This person writes next to the pictures.</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Introductory Activity. Interesting Fact. Game. Habitats Game**

(Note: This game will also substitute the 'Interesting Fact section and the Game section that we normally include at the end of each lesson)

Method:

Participants become "eagles" and components of habitat in a highly-involving physical activity.

Materials:

- area - either indoors or outdoors - large enough for students to run (e.g., playing field)
- chalkboard or flip chart
- writing materials

Procedure:

1. Begin by telling students that they are about to participate in an activity that emphasizes the most essential things that animals need in order to survive. Review the essential components of habitat with the students: food, water, shelter and space in a suitable arrangement. This activity emphasizes four of those habitat components - food, water, space and shelter - but the students should not forget that all the components have to be in a suitable arrangement or animals will die.
2. Ask your students to count off in fives. Have them split up into groups. Mark two parallel lines on the ground or floor 10 to 20 yards apart. Have the "ones" line up behind one line; the rest of the students line up behind the other line.
3. The "ones" become "eagles." All eagles need good habitat in order to survive. Ask the students what the essential components of habitat are again; food, water, shelter and space. The eagles (the "ones") need to find food, water, space and shelter in order to survive. When an eagle is looking for food, it should clamp its hands over its stomach. When it is looking for water, it puts its hands over its mouth. When it is looking for shelter, it holds its hands together over its head. When it is looking for space, it holds its arms out in front. An eagle can choose to look for any one of its needs during each round or segment of the activity. The eagle cannot, however, change what it is looking for during that round. It can change what it is looking for again in the next round, if it survives.
4. The "twos," "threes," "fours" and "fives" are food, water, space and shelter. Each student gets to choose at the beginning of each round which component he or she will be during that round. The students depict which component they are in the same way the eagles show what they are looking for: that is hands on stomach for food, etc.
5. The game starts with all players lined up on their respective lines (eagles on one side; habitat components on the other side), and with their backs to the students at the other line.

6. The facilitator begins the first round by asking all the students to make their signs - each eagle deciding what it is. Give the students a few moments to get their hands in place. (As you look at the two lines of students, you will normally see a lot of variety - with some students water, some food, some space, and some shelter. As the game proceeds, sometimes the students confer with each other and all make the same sign. That's okay, although don't encourage it. For example, all the students in habitat might decide to be shelter. That could represent a drought year with no available food or water.
7. When you can see the students are ready, count: "One...two...three." At the count of three, each eagle and each habitat component turn to face the opposite group, continuing to hold their signs clearly.
8. When eagles see the habitat component they need, they are to run to it. Each eagle must hold the sign of what it is looking for until getting to the habitat component person with the same sign. Each eagle that reaches its necessary habitat component takes the "food," "water," "space" or "shelter" back to the eagles' side of the line. This represents the eagle successfully meeting its needs, and successfully reproducing as a result. Any eagle that fails to find its food, water, space or shelter dies and becomes part of the habitat. That is, in the next round, the eagle that died is a habitat component and is available as food, water, space or shelter to the eagles who are still alive. Note: When more than one eagle reaches a habitat component, the student who gets there first survives. Habitat components stay in place on their line until an eagle needs them. If no eagle needs a particular habitat component during a round, the habitat component just stays where it is. The habitat person can, however, change which component it is from round to round.
9. You as the facilitator keep track of how many eagles there are at the beginning of the game, and at the end of each round. Continue the game for approximately 5 rounds. Keep the pace brisk, and the students will thoroughly enjoy it.
10. At the end of the 5 rounds, gather the students to discuss the activity. Encourage them to talk about what they experienced and saw. For example, they saw a small flock of eagles begin by finding more than enough of its habitat needs. The population of eagles expanded over two to three rounds of the game, until the habitat was depleted and there was not sufficient food, water, space and shelter; then they returned as part of the habitat. Such things happen in nature also.
11. Using a flip chart pad or chalkboard, post the data recorded during the game. The number of eagles at the beginning of the game and at the end of each round represents the number of eagles in a series of years. That is, the beginning of the game is year one; each round is an additional year. The students will see this visual reminder of what they experienced during the game: the eagle population fluctuated over a period of years. This is a natural process, as long as the factors which limit the population do not become excessive to the point where the animals cannot successfully reproduce. The wildlife populations will tend to peak, decline and rebuild; peak, decline and rebuild - as long as there is good habitat and sufficient numbers of animals to successfully reproduce.
12. In discussion, ask the students to summarize some of the things they have learned from this activity. What do animals need to survive? What are some of the

"limiting factors" that affect their survival? Are wildlife populations static or do they tend to fluctuate, as part of an overall "balance of nature?" Is nature ever really in "balance," or are ecological systems involved in a process of constant change?





## LESSON NUMBER: 31

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.

Description (14) : Describing an Animal (5).

Editing / Revising.

➤ **CONTEXT:**

“Edit your partners’ essay titled: My favorite animal.” (5)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (14): Describing and Animal (5). Editing / Revising.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Edit your partners’ essay titled: My favorite animal.” (5)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Science; Art; Socio Emotional Development.

**LESSON NUMBER:** 31

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Same of previous lesson.

#### **1.2. Language Objectives:**

##### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.3. Designers Co-workers Showdown; 2. Modeling. 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, “Lead / hook” sheet, order of adjectives sheet, connectors sheet.

#### **3.2. Introductory Set:**

*🌀 Review of previous lesson:*

- ✓ *Review Questions:* Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one element that you should consider while describing an animal?; What is a hook?; What are some of the

words we use to connect sentences when we are trying to add information or give an example?)

✓ *Student Self-assessment:*

☞ **Introductory Activity:** Give students the opportunity of choosing what animal game (of the ones that we have played during the previous lessons) they want to play again: 1) “Role Play: Guess the animal.”; 2) “Animals Body Parts.”; 3) “Fish – Animals Behaviors and Animals Feeding Habits”; 4) “Habitat”.

☞ **Cooperative Strategies:**

☞ **Description:**

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about editing a composition. When you are editing a paper you are looking for the things you will change in a document by making additions, deletions, or other changes to conform to some agreed-upon standard.”

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to improve your future essays.”

☞ A.3. Why is this important?

“Revising a document is essential before the publishing of any document. You want to make sure that what you have written looks the very best it can possibly look like.”

☞ A.4. What are the students going to do?

“First, you will be editing your partners’ composition. You will look for any type of spelling mistakes or grammar errors. Moreover, you will be paying attention to the content (using the information about animals that you have learned during all these lessons about describing an animal) to make sure your partner has accurately described his/her favorite animal.

Second, you will be finishing the artistic representation of your habitat.

Finally, you will be sharing your products with the rest of your partners.”

***B. Teacher will model the activities.***

First, teacher will invite a volunteer to turn in his/her essay. Teacher will make a transparency of it.

Second, and as a whole group, students will be editing that composition.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite animal.*” (5). (Part 5. Edit your partners’ essay titled: *My favorite animal*”.

☞ **Cooperative Strategies:** *Rally Robin Reading; 4S Brainstorming*

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will invite students to work with their shoulder partner editing their compositions. They will be using the cooperative strategy *Turn Toss* to tell each other about their findings.
- 2) Second, students will finish their habitat artistic representation. They will glue (or tape) to it their compositions along with one of the students self-assessments they have been filling out during the lessons that we have been learning about animals.
- 3) Third, students will share with the rest of the class using the cooperative strategy *Gallery Tour.*

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today you have been practicing how to edit a document. When you are editing a paper you are just making sure there are no spelling mistakes, grammatical errors and the content is appropriate.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Teacher will ask questions such as: “Who could tell me one element that you should consider while editing a document?; What is a descriptive adjective? What is a hook?; What are some of the words we use to connect sentences when we are trying to add information or give an example?”

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: (See visual)

☞ Game:

*Hot Potato (circle/passive)*

Equipment: Ball or something to pass

The potato is passed from person to person until the leader gives a signal. The person left holding the potato is eliminated.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to begin gathering information to describe your favorite food”.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Comprehension

- ✓ 1. Can you provide a definition for what we mean by editing?
- ✓ 2. Can you explain, using your own words, what is a “hook”?
- ✓ 3. Why do you use a sentence connector?

➤ 2. Comprehension

- ✓ 1. Why is the purpose of editing a composition?
- ✓ 2. Why do we use hooks and sentence connectors?

➤ 3. Application

- ✓ 1. Did this activity remind you of something similar you may have done? What / why?

✓ 2. What did you learn from this lesson?

➤ 4. Analysis

✓ 1. Can you compare and contrast two different hooks you have read during this lesson? What are the similarities and differences?

➤ 5. Synthesis

✓ 1. Can you design a poster to talk about the importance of editing/writing hooks and using sentence connectors?

➤ 6. Evaluation

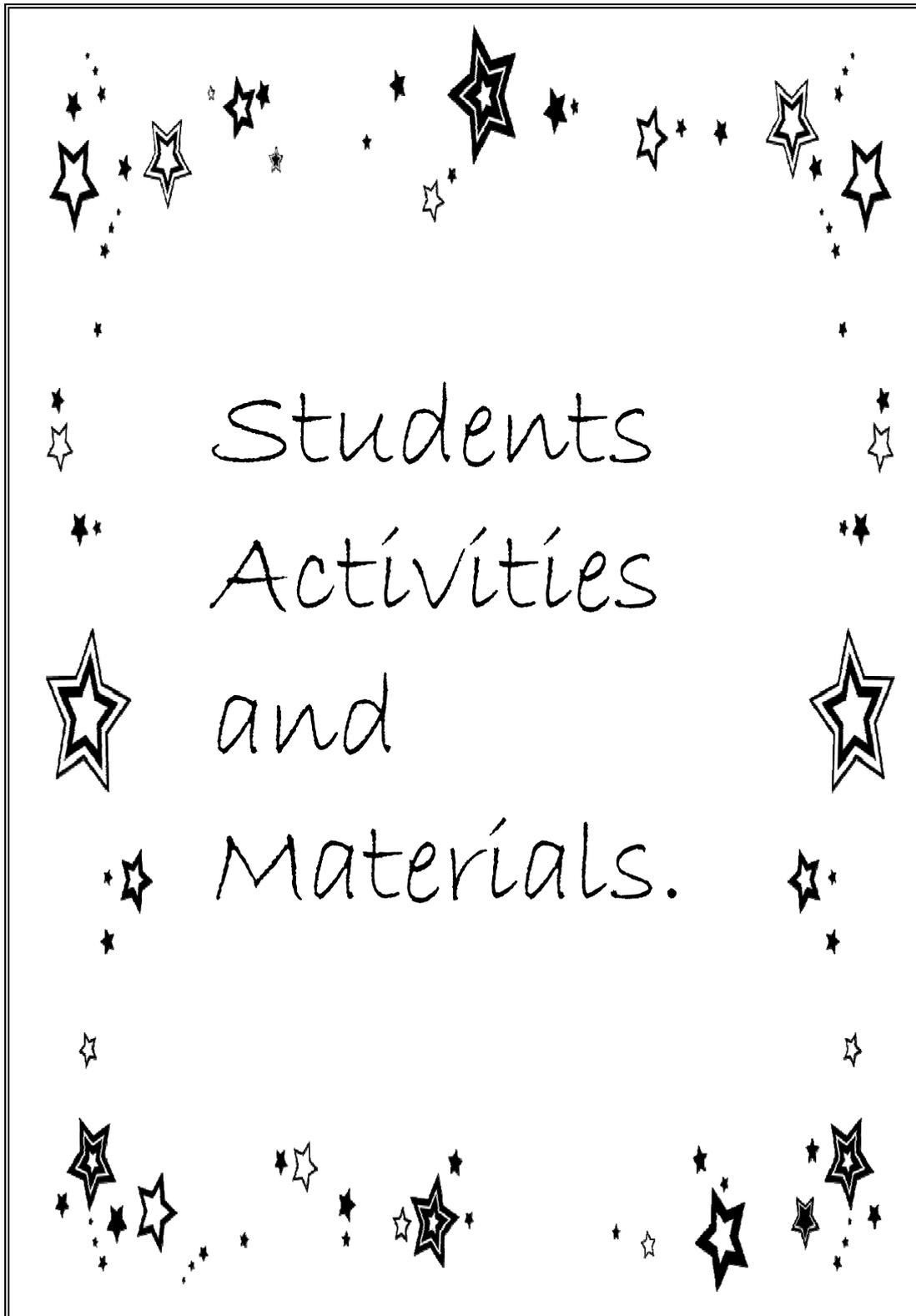
✓ 1. Judge the value of editing an essay.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Rubric.** Please, see the rubric that was designed for this lesson. (See previous lesson)



**Activity: “Write an expository essay titled: My favorite animal.” (5). (Part 5. Edit your partners’ essay titled: My favorite animal”.**

First, work with your shoulder partner editing your compositions. You will be using the cooperative strategy Turn Toss to tell each other about your findings.

Second, finish your habitat artistic representation and glue (or tape) to it your compositions along with one of the students self-assessments you have been filling out during the lessons that we have been learning about animals.

Third, share your products with the rest of the class using the cooperative strategy Gallery Tour.

### Gallery Tour

1. Students' products are displayed (often at their desks).
2. Students as individuals, pairs, or teams tour the room to view and/or discuss the products, in no specified order and with no limit on how much or little time is spent viewing each product.
3. A gallery tour might be followed by an opportunity for students as individuals or teams to write affirmative letters to those who created the projects.

### Rally Toss / Turn Toss

1. You will take turns talking.
2. When someone is talking the other one is silent and listening.
3. When a person is done talking he / she tosses a ball (paper wad) to his/her partner. That person is the next one to talk.

**Interesting Fact.**

## Animals Interesting Facts (4)

1. A crocodile does not have to eat every day. They can last up to a month without food.



2. A camel's stomach has three sections, similar to a domestic cow (bovine). This makes it a ruminant.



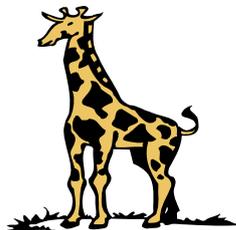
3. A female dog carries her young about 60 days before the puppies are born.



4. Eagles mate for life.



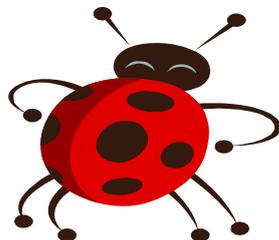
5. Giraffes sleep only about a half an hour per day, usually in shorter nap form.



6. The average size of a newborn kangaroo is the size of a coffee bean.



7. Ladybug spots fade as they grow older.



8. The lion's roar can be heard up to 5 miles away.



MARIA ISABEL GARCIA GARRIDO



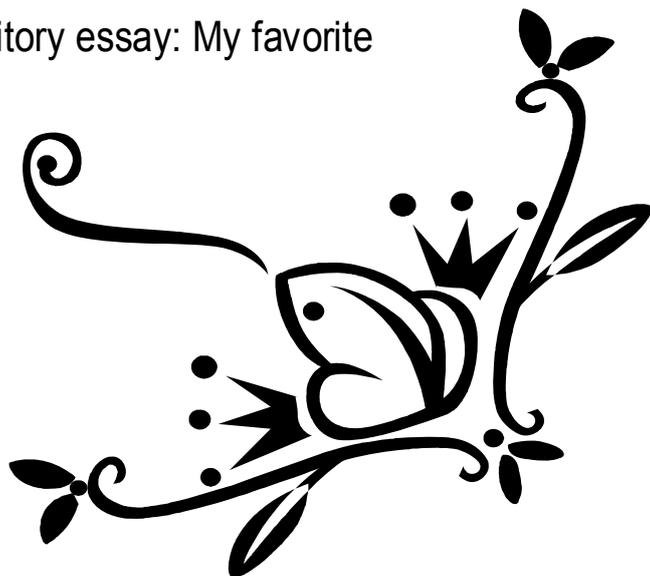
## LESSON NUMBER: 32

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (15) : Describing with your  
senses (1).

➤ **CONTEXT:**

“Write an expository essay: My favorite  
food.” (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (15).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “My favorite food.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 32

---

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to identify and describe food using their senses.
- Students will be able to identify where some particular meals are most typical from.
- Students will be able to determine where some specific countries are located (in what continent).

### **1.2. Language Objectives:**

- Students will be able to use descriptive adjectives accurately and without making any spelling mistakes.
- Students will use descriptive adjectives pertaining to each one of the 5 different senses to describe their favorite food.
- Students will be able to compose leads or hooks: they should be appropriate to the topic of the essay; no spelling mistakes and correct grammar.
- Students will be able to use transition words to link sentences: students will be able to use at least 5 transitions words correctly (right meaning for the particular situation) and without spelling mistakes.

## **LANGUAGE ARTS**

**STATE GOAL 3:** Write to communicate for a variety of purposes.

**B.** Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.

**C.** Communicate ideas in writing to accomplish a variety of purposes.

- 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.3. Similarity Groups; 1.4. Rally Toss; 1.5. Pairs Compare; 1.6. Categorizing; 1.7. Mind Map; Talking Chips; 2. Modeling; 3. Independent practice.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, using your senses charts, food cards.

#### 3.2. Introductory Set:

☞ *Review of previous lesson:*

- ✓ *Review Questions:* Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one element that you should consider while editing a text? What is a hook? What are some of the words we use to connect sentences when we are trying to add information or give an example?)

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Guessing the continent where a food is from.” (1)

☞ *Cooperative Strategies:* Similarity Groups, Rally Robin Reading, Rally Toss, Pairs Compare, and Categorizing.

☞ *Description:* Teacher will make it interesting by having students think about their favorite food and having them guessing the continent where a food is from.

➤ The procedure will be:

- 1) Teacher will use the cooperative strategy Similarity Groups to group the students. Teacher will invite all the students to close their eyes and think about their favorite food. Follow the below steps:
  - a) Teacher announces the topic: “Favorite Food.”
  - b) Teacher will guide students’ thinking by providing imagery about the topic. Example: “Think about your favorite food (long pause). Think about the last time you had your favorite food (pause again). Write down your favorite food.”

- c) Students write on a piece of paper their preference (in big letter so everybody can see).
  - d) Student get up and move about the class, grouping with those who have a similar response. Example: “Group with students who like the same or similar food.”
  - e) Students break into pairs to discuss their similarity groups and what they like most about their favorite food.
- 2) Using the cooperative strategies *Rally Robin Reading, Rally Toss Pairs Compare, and Categorizing*, students will be classifying the food of different continents. Teacher will previously cut all those pictures and put them in a plastic bag. (See students’ instructions for a more in detail description).
- 3) *Answers:* 1. Algiers = Africa; 2. Argentina = South America; 3. Spain = Europe; 4. Afghanistan = Asia; 5. Ecuador = South America; 6. Egypt = Africa; 7. Cuba = North America; 8. Mexico = North America.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn how to describe food using our senses. Also, we will review the use of “leads/hooks” at the beginning of an essay.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be getting closer to master the idea of ‘showing not telling’. You will be able to use your senses to create compositions that make the readers feel like they are actually enjoying the food you are describing.”

☞ A.3. Why is this important?

“When we are writing a composition and we want the readers to be able ‘to taste the food’ (with their imagination) we have to make sure we use our senses to describe the way something smells, looks, tastes, feels (in our tongue or our hand), sounds (when we eat it, when we hear somebody cooking it, etc.).”

☞ A.4. What are the students going to do?

“During this lesson, you will create your own mind map about your favorite food and you will begin writing your composition.”

***B. Teacher will model the activities.***

First, teacher will invite a volunteer to talk about their favorite food and he/she will ‘Mind Map’ the main ideas.

Next, teacher will model how to create an effective hook for this composition.

Finally, students will be reminded they have to: 1) use transitions words between paragraphs and 2) pay special attention to the importance of finishing the composition with a striking ending (like writing another hook at the end of the essay).

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite food*”. (1). (Part 1. Gather information about your favorite food. Today you will create your mind map and write the hook for your composition.”)

☞ **Cooperative Strategies:** Rally Robin Reading, Mind Map, Talking Chips.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will invite students to work with a partner reading the pages about ‘Using your senses’.
- 2) Second, students will be creating their own Mind Map. When done, they can share with the rest of their group what they wrote using the cooperative strategy Talking Chips.

**3.4. Closure of the lesson:** 2-5 minutes (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about different types of meals in several countries and locating those countries in its particular continent.
- 2) Practicing how to describe food using your senses. In order to achieve that goal, you have been previously reading an informational sheet titled “Using your senses”.
- 3) Creating Mind Maps where you can organize your thoughts about your favorite food.

4) Composing leads or hooks (sentences that are written at the beginning of a composition and that are supposed to catch the attention of the reader). During a previous lesson, we also read a list with many different examples and we gathered ideas from there about how to compose our “leads / hooks”.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect you should consider while describing food using your senses? Who could tell me a good hook to begin an essay like the one we are practicing today?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: (See visual)

☞ Game:

*Fight for My Attention (drama/passive)*

Two people are challenged to come up to the front of the room and the audience then chooses a topic. The two people must talk about that topic for one minute in front of the crowd, BUT they are both talking about the topic AT THE SAME TIME! The audience must then vote on which person held their attention for longer.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue writing your expository essay about your favorite food.”

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ ***Bloom’s Taxonomy:***

##### ➤ 1. Knowledge

- ✓ 1. Can you name some of the adjectives you can use when describing something using your senses?

- ✓ 2. Can you name all your senses?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing using your senses?
- ✓ 2. Can you explain, using your own words, what is a “hook”?

➤ 3. Application

- ✓ 1. Can you think of a group of objects in this school that will have the same smell, taste, look, touch, sound (or very similar) characteristics?

➤ 4. Analysis

- ✓ 1. How is ..... (name of one object in the classroom) similar to .....(name of one object in the classroom) according to their look/appearance; smell, touch, taste, sound?

➤ 5. Synthesis

- ✓ 1. Could you devise your own plan to describe food? Remember you have to be able to make the reader feel like he/she is actually seeing/smelling/tasting it.

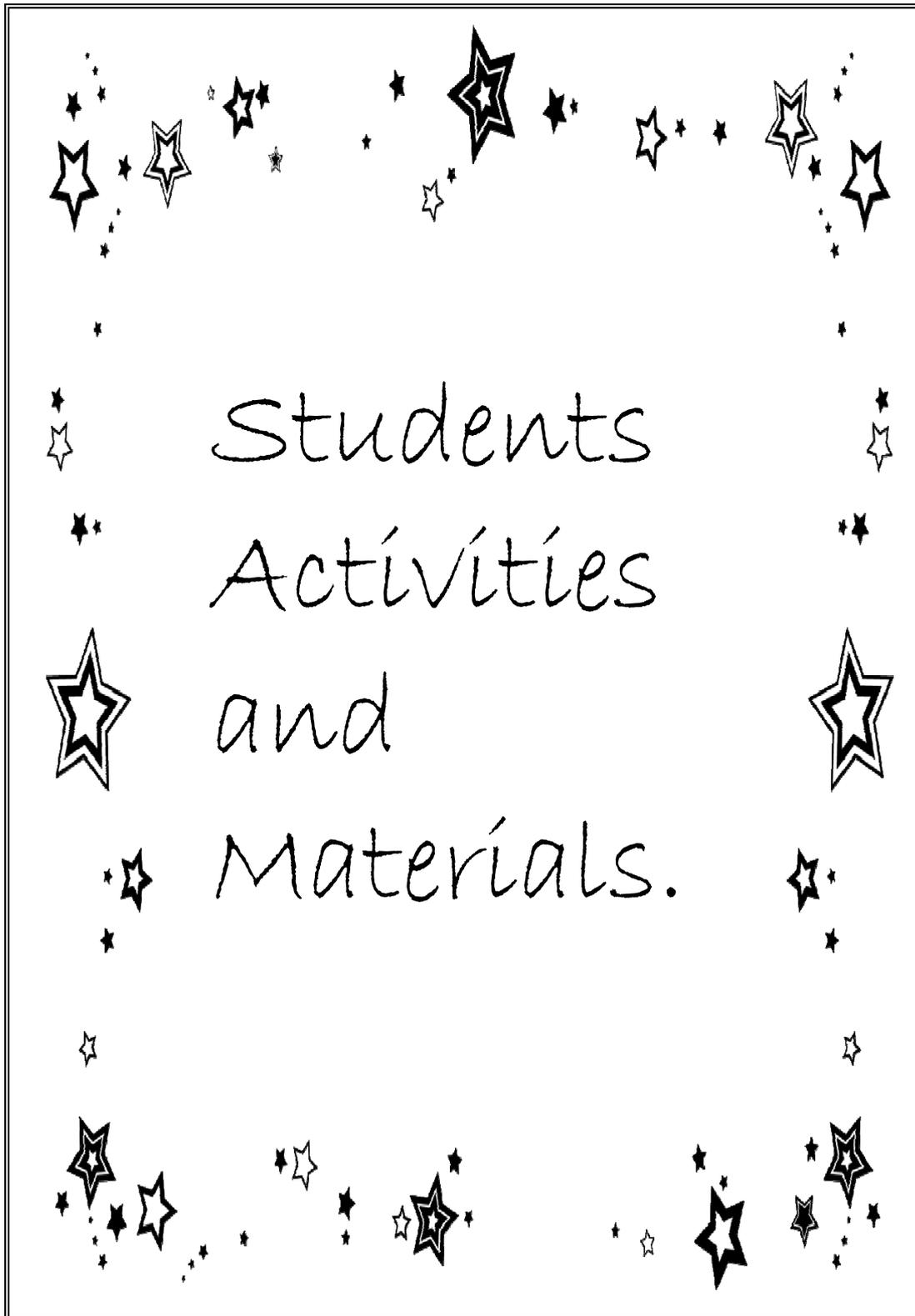
➤ 6. Evaluation

- ✓ 1. Judge the value of using your senses when writing descriptive compositions.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



### **1. Introductory Activity. Guessing the continent where a food is from.**

Using the cooperative strategies *Rally Robin Reading*, *Rally Toss*, *Pairs Compare*, and *Categorizing*, you will be classifying 8 examples of meals from different continents. Below, you will find a description and a picture of a meal that is most typical in a country. Also, given to you is the name of the country to which that food belongs to. Additionally, you will also find the maps of all the continents. Now, you only have to find the continent where that country is located. These are the steps that you have to follow:

1. Using the cooperative strategy *Rally Robin Reading*, read the 8 different cards.
2. Using the cooperative strategy *Rally Toss*, discuss with your partner the continent where each of those meals could be most typical.
3. Using the cooperative strategy *Categorizing*, categorize the 8 different meals by placing them next to their continent.
4. Finally, using the cooperative strategy *Pairs Compare*, check your categorization with another pair of students.

#### *Rally Robin*

1. Rally Robin is the verbal counterpart of a Ping-Pong rally in which two players rally back and forth.
2. You will take turns talking.
3. When someone is talking the other one is quite and listening.

#### *Rally Toss / Turn Toss*

1. You will take turns talking.
2. When someone is talking the other one is quite and listening.
3. When a person is done talking he / she tosses a ball (paper wad) to somebody else in the group. The person who catches the ball is the next one to talk.
4. Everybody has to participate; no one can participate a second time until all the members in the group had a chance to talk. A "no toss backs" rule prevents a pair from dominating.

#### *Categorizing*

1. Follow the criteria the teacher has provided by which meals are to be grouped; this is by continent.
2. Discuss with your partners all possible locations.

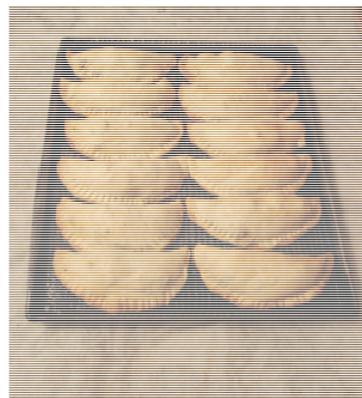
#### *Pairs Compare*

1. Compare with another pair of students your answers.
2. Discuss differences and similarities.



**1. Couscous** consists of spherical granules made by rolling and shaping moistened semolina wheat and then coating them with finely ground wheat flour. Sweet Lamb is traditionally cooked in Algeria for eating during Ramadan.

**(Country: Algiers)**



**2. Empanadas** are a common dish served at parties, as a starter or in festivals. The filling usually consists primarily of beef (cubed or ground depending on the region), perhaps spiced with cumin and paprika, and filled with onion, green olive, boiled egg, and even raisins.

**(Country: Argentina)**



**3. Paella** is a typical Valencian rice dish from Spain, traditionally eaten on Sundays. The name paella is the word for "frying pan" in Valencia.

**(Country: Spain)**



**4. Kabuli Palow** (Chicken with raisins, carrots and basmati rice.) This beloved Afghan dish has many variations and involves a lot of steps. But it's well worth the effort.

**(Country: Afghanistan)**



**5. Fanesca** is a soup traditional to Ecuador. It is prepared with the primary ingredients being fig leaf gourd (sambo), pumpkin (zapallo), different kinds of grains and salt cod. It also generally contains hard boiled eggs and fried plantains.

**(Country: Ecuador)**



**6. Koshary** is a traditional Egyptian meal that consists of a strange combination of macaroni, spaghetti, rice, black lentils, chick peas, garlic sauce and a spicy tomato chili sauce, all topped with fried onions. It is sold from carts by street vendors, in restaurants or even made at home.

**(Country: Egypt)**



**7. Ropa Vieja.** Authentic Cuban dish of ropa vieja (shredded flank steak in a tomato sauce base), black beans, yellow rice, plantains and fried yuca with beer.

**(Country: Cuba)**



**8. Tamales.** Cornmeal paste wrapped in corn or banana husks and often stuffed with chicken, pork or turkey and/or vegetables, then steamed.

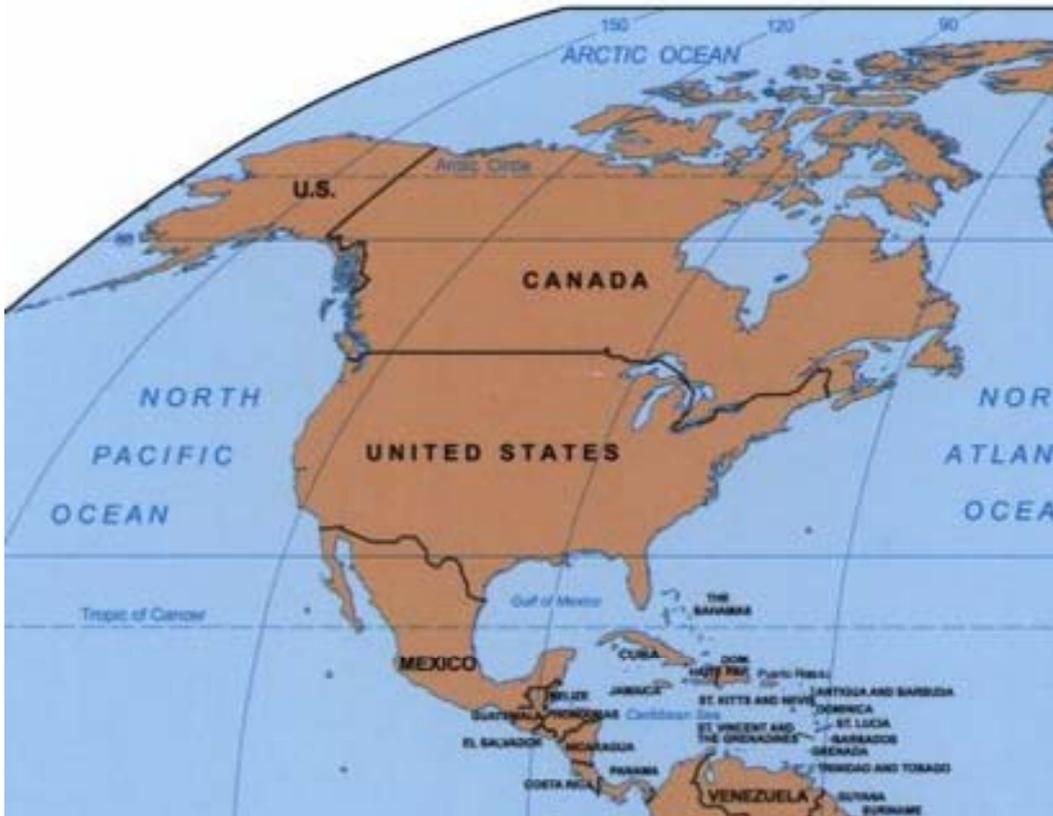
**(Country: Mexico)**

### SOUTH AMERICA



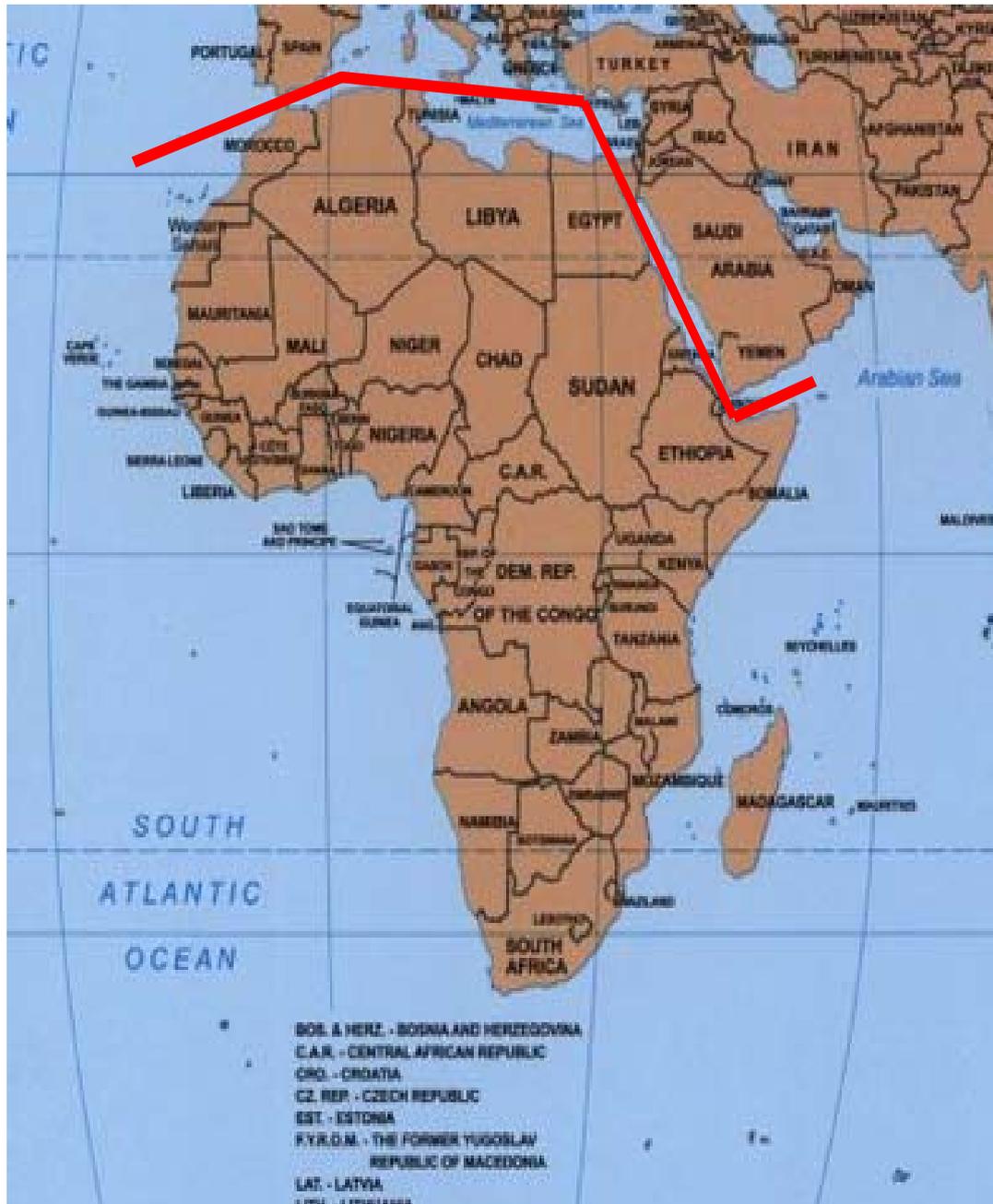
Library of Congress  
[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

### NORTH AMERICA



Library of Congress  
[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

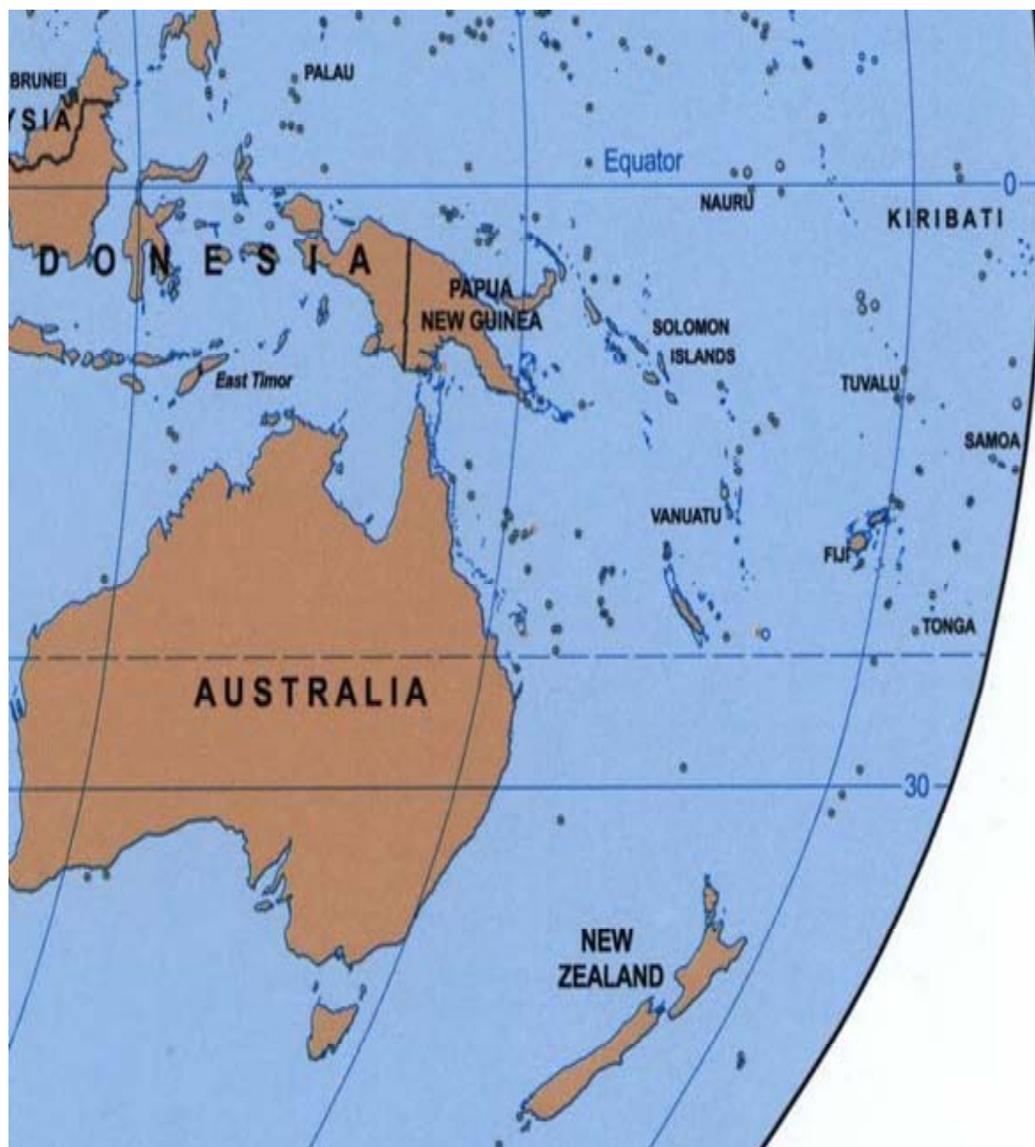
# AFRICA



Library of Congress

[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

## OCEANIA



Library of Congress

[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

## EUROPE



Library of Congress

[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

# ASIA



Library of Congress  
[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)

**2. Activity: “Write an expository essay titled: My favorite food”. (1). (Part 1. Gather information about your favorite food. Today you will create your mind map and write the hook for your composition.”)**

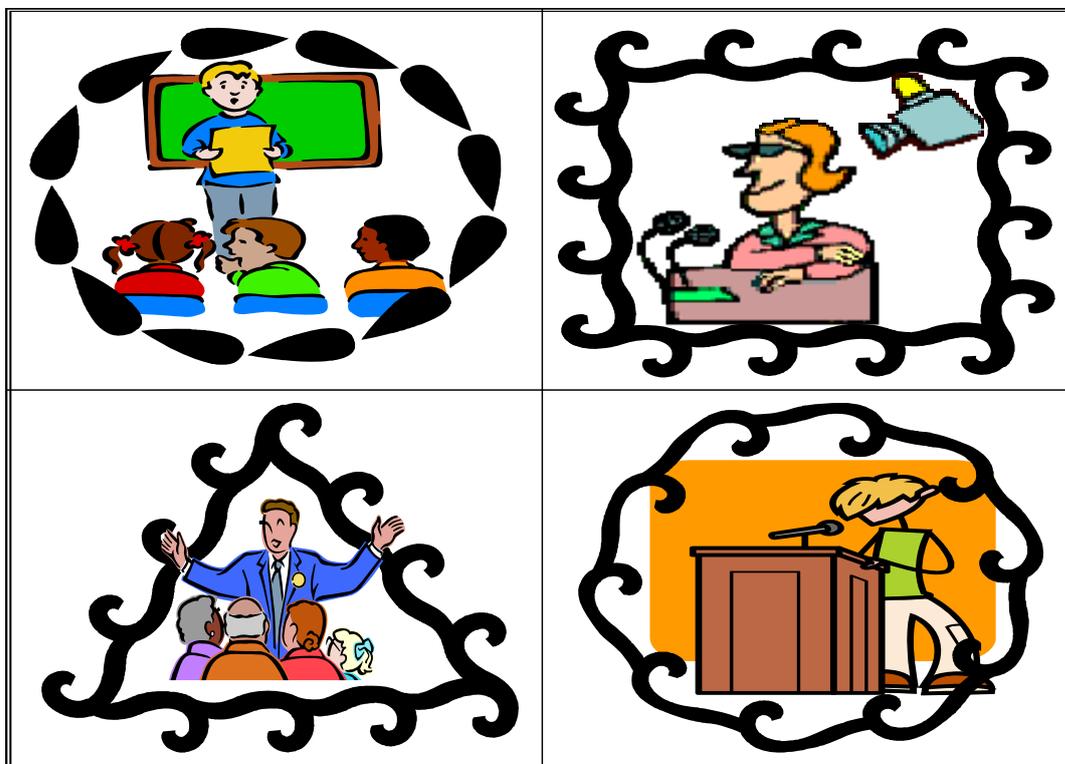
1. First, using the cooperative strategy Rally Robin Reading, you will work with a partner reading the pages about ‘Using your senses’.
2. Second, create your own Mind Map about your favorite food.
3. Write the hook for your composition.
4. When done, you can share with the rest of your group what you wrote using the cooperative strategy *Talking Chips*.

### Talking Chips

#### With cards

1. Each student has one talking chip.
2. Students place their chip in the center of the team table each time they talk.
3. They can speak in any order, but they cannot speak a second time until all chips are in the center.
4. When all chips have been placed (everyone has spoken), the chips are all collected and anyone in any order can speak again.

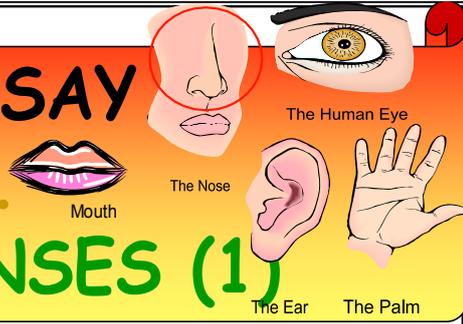
Talking Chips (Created by Maria Isabel Garcia).



# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (1)




**BITTER**  
Garlic Mustard.



**STALE**  
Stale Bread.



**RIPE**  
Ripe Lemons.



**SOUR**  
Grape Fruits.

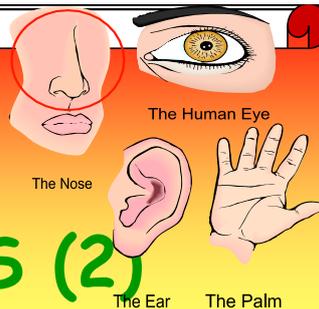
Y	N
	

- TASTE --- Mouth.**
  - BITTER** = with an unpleasantly sharp taste.  
*Ex. A bitter flavor/taste/liquid.*
  - DELICIOUS** = having a very pleasant taste or smell.  
*Ex. The delicious smell of freshly-made coffee came from the kitchen.*
  - FRESH** = in a natural condition rather than artificially preserved by a process such as freezing.  
*Ex. Fresh fruit and vegetables.*
  - JUICY** = Juicy foods contain a lot of juice, which makes them very enjoyable to eat. *Ex. A nice juicy orange.*
  - RIPE** = (of fruit or crops) completely developed and ready to be collected or eaten.  
*Ex. Those bananas aren't ripe yet - they're still green.*
  - ROTTEN** = very bad, something that is not in good conditions to be eaten any more.  
*Ex. When fruits go bad they get rotten.*
  - SALTY** = when something has a lot of salt.  
*Ex. Anchovies are salty.*
  - SOUR** = having a sharp, sometimes unpleasant, taste or smell, like a lemon, and not sweet.  
*Ex. These plums are a bit sour.*
  - SPICY** = containing strong flavors from spice.  
*Ex. Do you like spicy food?*
  - STALE** = no longer new or fresh, usually as a result of being kept for too long.  
*Ex. The bread/biscuits/cake had gone stale.*
  - STRONG** = it is very noticeable or powerful.  
*Ex. I don't like coffee/tea if it's too strong.*

# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (2)



**SWEET**  
Cheesecake.



**GREASY**  
Hamburger & fries.



**GOOEY**  
Cake.



**ACIDIC**  
Orange and orange juice.

#### 1. TASTE --- Mouth. (continued)

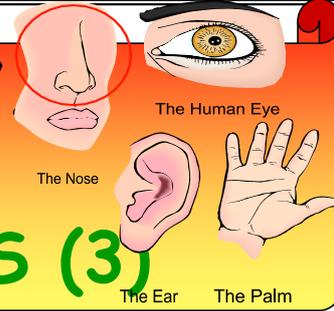
12. **SWEET** = (especially of food or drink) having a taste similar to that of sugar; not bitter or salty.  
*Ex. The pineapple was sweet and juicy.*
13. **TASTELESS** = having no flavor.
14. **TASTY** = describes food which has a strong and very pleasant flavor. *Ex. This soup is very tasty.*
15. **GREASY** = covered with or full of fat or oil.  
*Ex. Greasy food/dishes/skin/hair.*
16. **HOT** = 1) having a high temperature or 2) describes food which causes a burning feeling in the mouth .  
*Ex. A hot tea. Many Mexican dishes are very hot.*
17. **ICED** = An iced drink has been made very cold, usually by having ice added to it. *Ex. Iced tea.*
18. **SLIMY** = it feels like slime (Slime is a sticky liquid substance which is unpleasant to touch, such as the liquid produced by fish and snails and the greenish brown substance found near water).
19. **SMOOTH** = having a pleasant flavor which is not sour, acidic or bitter.  
*Ex. This coffee is incredibly smooth and rich.*
20. **SOFT** (see tender).
21. **TENDER** =(of meat or vegetables) easy to cut or chew.  
*Ex. My steak was beautifully tender.*
22. **HARD** = firm and stiff; not easy to bend, cut or break.
23. **ACIDIC** = Tasting sour like acid.
24. **CREAMY** = Thick like cream.
25. **GOOEY** = soft and sticky. *Ex. A gooey cake.*

Y	N

# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (3)



**TART**  
Strawberry



**ACRID**  
9-11  
Twin towers at the World Trade Center



**FRESH**  
Bed Sheets just washed and dried



**ANTISEPTIC**  
Alcohol



Y	N

#### 1. TASTE --- Mouth. (continued)

- 26 **MILD** = not severe or intense.
- 27 **NUTTY** = tasting like nuts.
- 28 **PEPPERY** = tasting like pepper.
- 29 **SAVORY** = pleasing to the sense of taste.
- 30 **TANGY** = A tangy flavor is pleasantly strong and sharp.  
*Ex A deliciously tangy lemon tart.*
- 31 **TART** = tasting sour like a lemon; ETC.  
**ETC**

#### 2. SMELL ---- Nose.

- 1. **ACRID** =describes a smell or taste that is strong and bitter and causes a burning feeling in the throat.  
*Ex. Clouds of acrid smoke issued from the building.*
- 2. **ANTISEPTIC** = smelling like alcohol.
- 3. **BITTER** = with an unpleasantly sharp taste.
- 4. **BURNING** = smells smoky.
- 5. **CLEAN** = when something smells fresh or sanitized.
- 6. **DELICIOUS** = smelling very good.
- 7. **FRAGRANT** = with a pleasant smell.  
*Ex. Fragrant flowers.*
- 8. **FRESH** = clean and pleasant.  
*Ex. The clothes right out the laundry smell fresh.*
- 9. **MEDICINAL** = smelling like medicines; similar to antiseptic.
- 10. **MUSTY** = smelling unpleasantly old and slightly wet.  
*Ex. Musty old books.*

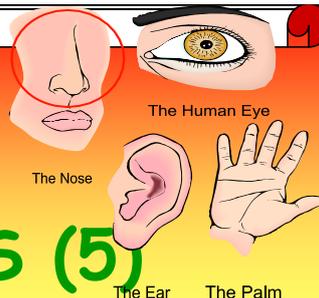
MARIA ISABEL GARCIA GARRIDO



# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (5)



**HISSING**  
snake



**HUSKY**  
Your voice when you have a cold



**MELODIC**  
Songs of birds



**NOISY**  
Children playing



Y	N

### 3. HEARING --- hear, ear, sound (continued)

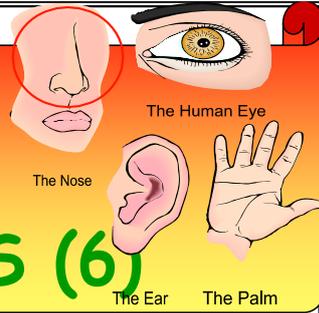
5. **HIGH-PITCHED** = describes a noise that is high and sometimes also loud or unpleasant.  
*Ex. I was almost deafened by the high-pitched scream of the fire alarm.*
6. **HISSING** = to make a noise which is like the first sound in the word 'sing' but which lasts a lot longer.  
*Ex. Why do snakes hiss?*
7. **HUSHED** = quiet  
*Ex. She stood up to address a hushed courtroom.*  
(Hush = a sudden calm silence. *Ex. There was a deathly hush after she made the announcement.*)
8. **HUSKY** = (of a person's voice) low and rough, often in an attractive way, or because of illness.  
*Ex. You sound husky - do you have a cold?*
9. **LOUD** = making a lot of noise.  
*Ex. A loud explosion/noise/voice.*
10. **MELODIC** = very pleasant to listen to
11. **MOANING** = to make a long low sound of pain, suffering or another strong emotion.  
*Ex. He moaned with pain before losing consciousness. "Let me die," he moaned.*
12. **MUTE** = (of a person) unable or unwilling to speak, or (of an activity) silent.  
*Ex. A mute child.*
13. **NOISY** = making a lot of noise.  
*Ex. a noisy crowd of fans*  
(Noise: sound, especially when it is unwanted, unpleasant or loud. *Ex. The noise out in the street was deafening.*)

MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (6)



**PURRING**  
A cat noise



**RUMBLING**  
When you are hungry your stomach starts rumbling.



**SHRILL**  
Someone speaking super loud.



**SOFT**  
Like a mom talking to a baby.



Y	N

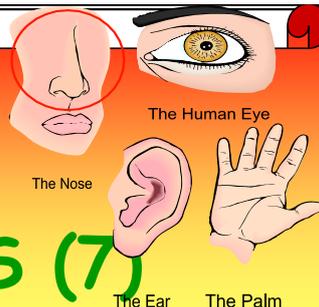
### 3. HEARING --- hear, ear, sound (continued)

14. **PURRING** – ( from purr: to make a quiet continuous soft sound. *Ex. The cat purred as I stroked its fur.*)
15. **QUIET** = making very little noise.  
*Ex. She spoke in a quiet voice so as not to wake him.*
16. **RASPY** = A raspy voice sounds unpleasantly rough. (Rasp = to make a rough unpleasant sound, especially while breathing or speaking. *Ex. I heard his breath rasping in his chest.*)
17. **RESONANT** = clear and loud, or causing sounds to be clear and loud.  
*Ex. A deep, resonant voice.*
18. **RUMBLING** = to make a continuous low sound.  
*Ex. Please excuse my stomach rumbling - I haven't eaten all day.*
19. **SCREECHING** = to make a unpleasant loud high noise. *Ex. The car screeched to a halt/standstill (= stopped very suddenly, making a loud high noise).*
20. **SHRILL** = having a loud and high sound that is unpleasant or painful to listen to.  
*Ex. She had a shrill high-pitched voice.*
21. **SILENT** = without any sound.  
*The empty house was completely silent.*
22. **SOFT** = not very loud and with a sweet intonation.  
*Ex. The mom was talking very softly so not to wake up the baby.*

ETC

# EXPOSITORY ESSAY

## 3. DESCRIPTION. USING YOUR SENSES (7)



**BRIGHT**  
Like gold.



**COLORFUL**  
Rainbow



**GLEAMING**  
Sun



**GLEAMING**  
Super clean surface

### 4. SIGHT --- see, vision, eye

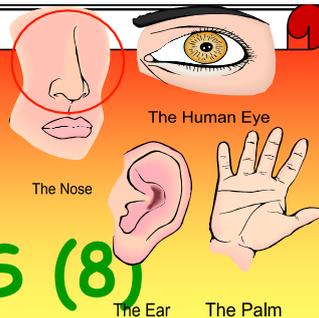
1. **BEAMING** = radiant; bright.
2. **BRIGHT** = radiating or reflecting light; luminous; shining. *Ex. The bright coins shone in the gloom.*
3. **BRILLIANT** = shining brightly; sparkling; glittering; lustrous. *Ex. The brilliant lights of the city.*
4. **COLORFUL** = abounding in color. *Ex. In their tartans, the Scots guard made a colorful array.*
5. **CLEAR** = free from darkness, obscurity, or cloudiness; light. *Ex. A clear day.*
6. **DARK** = having very little or no light. *Ex. A dark room.*
7. **DIM** = not bright; obscure from lack of light or emitted light. *Ex. A dim room; a dim flashlight.*
8. **DULL** = not bright, intense, or clear; dim. *Ex. A dull day; a dull sound.*
9. **FLAT** = (of a painting) not having the illusion of volume or depth. (of a photograph or painting) lacking contrast or gradations of tone or color. (of paint) without gloss; not shiny; mat.
10. **GLARING** = to shine too brightly. *Ex. The sun was glaring right in my eyes.*
11. **GLASSY** = describes a surface which is smooth and shiny, like glass. *Ex. A glassy sea/lake*
12. **GLEAMING** = bright and shiny from being cleaned. *Ex. A gleaming kitchen*
13. **GLISTENING** = shining by reflecting light from a wet, oily or smooth surface. *Ex. The glistening grass in the early-morning dew.*

Y	N

# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (8)



GLOSSY  
Lipstick



POLISHED  
Diamond



ARDENT  
Fire



BLISTERING  
Boiling water

Y	N

#### 4. SIGHT --- see, vision, eye (continued)

14. **GLOSSY** = smooth and shiny.  
*Ex. She has wonderfully glossy hair.*
15. **LACKLUSTER** = lacking brilliance or radiance; dull.  
*Ex. Lackluster eyes.*
16. **LUSTROUS** = very shiny. *Ex. Long lustrous hair.*
17. **MAT (flat)** = not shiny. *Ex. We painted the bedroom in mat / flat green.*
18. **POLISHED** = made smooth and glossy. *Ex. A figurine of polished mahogany.*
19. **SHINY** = A shiny surface is bright because it reflects light. *Ex. Beautiful shiny hair.*
20. **TWINKLING** = An act of shining with intermittent gleams of light.
21. **RADIANT** = emitting rays of light; shining; bright.  
*Ex. The radiant sun.*
22. **SPARKLING** = to shine or glisten with little gleams of light, as a brilliant gem; glitter; coruscate.

ETC

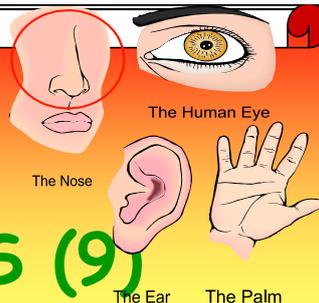
#### 5. TOUCH --- skin

1. **ARDENT** = burning, fiery, or hot.  
*Ex. The ardent core of a star.*
2. **BLISTERING** = when something is so hot that it could cause a blister. (blister = a thin vesicle on the skin, containing watery matter or serum, as from a burn or other injury.)

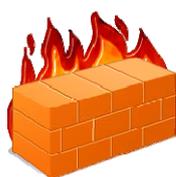
# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (9)



Y	N



BURNING



COLD



GRAINY



HEATED

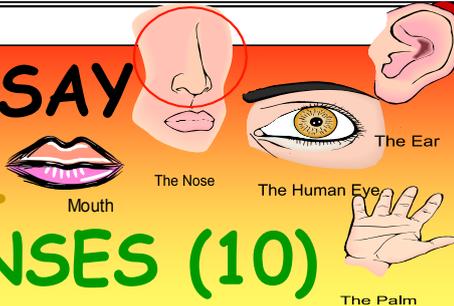
#### 5. TOUCH --- skin (continued)

3. **BOILING** = when you say something is boiling you are trying to say something is super hot. (Boiling =having reached the boiling point; steaming or bubbling up under the action of heat: *boiling water.*)
4. **BROILING** = when you say something is broiling you are trying to say something is super hot. (Broil =To cook by direct radiant heat, as over a grill or under an electric element.) *Ex. The sun is so intense today it feels it is broiling us.*
5. **BURNING** = a) very hot; simmering. *Ex. The water was burning.* b) caused by or as if by fire, a burn, or heat. *Ex. He had a burning sensation in his throat.*
6. **COLD** = having a relatively low temperature; having little or no warmth. *Ex. Cold water; a cold day.*
7. **HARD** = not soft; solid and firm to the touch; unyielding to pressure and impenetrable or almost impenetrable.
8. **HOT** = having or giving off heat; having a high temperature. *Ex. A hot fire; hot coffee.*
9. **FIERY** = a) consisting of, attended with, characterized by, or containing fire. *Ex. A volcano's fiery discharge.* b) intensely hot. *Ex. Fiery desert sands.*
10. **HEATED** = made hot or hotter; warmed.
11. **GRAINY** = having a natural or simulated grain, as wood, wallpaper, etc.
12. **GRANULAR** = made of, or seeming like, granules. *Ex. A granular texture*

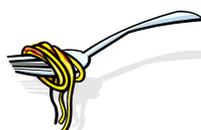
# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (10)



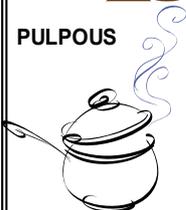
Y	N



PAPPY



PULPOUS



SCALDING



SEARING

#### 5. TOUCH --- skin (continued)

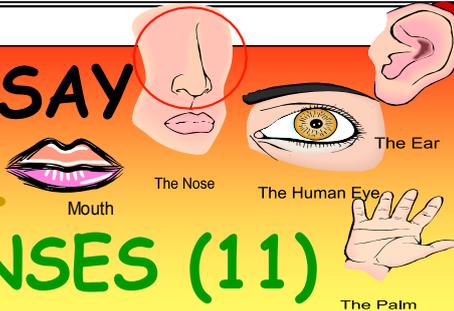
13. **GRITTY** = consisting of, containing, or resembling grit; sandy.
14. **MUSHY** = soft and having no firm shape:  
*Ex. Cook the lentils until they are mushy. (Mush = any unpleasant thick soft substance, such as food that has been cooked for too long. Ex. If you overcook the cabbage it'll turn to mush.)*
15. **PAPPY** = describes food that is unpleasantly soft or watery. *Ex. Pappy pasta*
16. **PULPOUS** = Resembling pulp. (Pulp = *The soft moist part of fruit.*)
17. **RED- HOT** = (of metal etc) so hot that it is glowing red.
18. **ROASTING** = uncomfortably hot. *Ex. Roasting August.*
19. **ROUGH** = having a coarse or uneven surface, as from projections, irregularities, or breaks; not smooth.  
*Ex. Rough, red hands; a rough road.*
20. **SCALDING**: If a liquid is scalding it is extremely hot. (TO SCALD: to burn the skin with boiling liquid or steam. *Ex. I dropped a pan of boiling water and scalded my leg.*)
21. **SCORCHING**: very hot. *Ex. Scorching summer day.* (TO SCORCH: to (cause to) change colour with dry heat, or to burn slightly: *Ex. The iron was too hot and he scorched the shirt.*)
22. **SEARING**: If something, such as a feeling or temperature, is described as searing, it is extreme:  
*Ex. A searing pain shot up her arm. Ex. The race took place in the searing heat.*

MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY

## 3. DESCRIPTION.

### USING YOUR SENSES (11)



Y	N



SHARP



SIZZLING



SPONGY



TORRID

#### 5. TOUCH --- skin (continued)

- 23. **SHARP** : Having a thin edge or point which can cut something or make a hole in something.  
*Ex. A knife with a sharp edge/blade.*
- 24. **SIZZLING** : Very hot. *Ex. It's a sizzling hot day today!*
- 25. **SMOOTH**: Having a surface or substance which is perfectly regular and has no holes, lumps or areas that rise or fall suddenly.  
*Ex. A smooth surface/texture/consistency.*  
*Ex. This custard is deliciously smooth and creamy.*  
*Ex. Mix together the butter and sugar until smooth.*  
*Ex. The road ahead was flat and smooth.*
- 23. **SOFT**: not forceful, loud or easily noticed:  
*Ex. A soft voice / sound.*  
*Ex. A soft music / lighting.*
- 24. **SPONGY**: Soft and able to absorb or having already absorbed a lot of liquid, like a sponge
- 25. **SQUASHY**: Soft and easy to crush. *Ex. I've bought some squashy pillows for the couch.*
- 26. **SQUISHY**: (from SQUISH: to crush something which is soft). *Ex. Squishy banana.*
- 27. **SULTRY**: (of weather) uncomfortably warm and with air that is slightly wet.
- 28. **SWELTERING**: Extremely and uncomfortably hot.  
*Ex. In the summer, it's sweltering in the smaller classrooms.*
- 29. **TORRID**: Extremely hot. *Ex. The torrid heat of August*

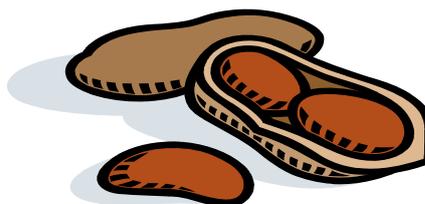
Interesting Facts.

## Food Interesting Facts (1)

1. The center of golf balls and some antifreeze mixtures contains honey.



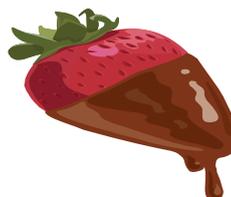
2. Dynamite has peanuts as one of its components.



3. The word 'Spaghetti' means "little strings" in Italian.



4. Strawberries are the only fruit which has its seeds on its outer skin.



5. Olive oil has many health benefits such as helping to fight rheumatoid arthritis.



6. If you want to condition your hair and kill lice you can use mayonnaise.



7. The only edible food that never goes bad is honey.



8. Tomatoes are not vegetables they are fruits.







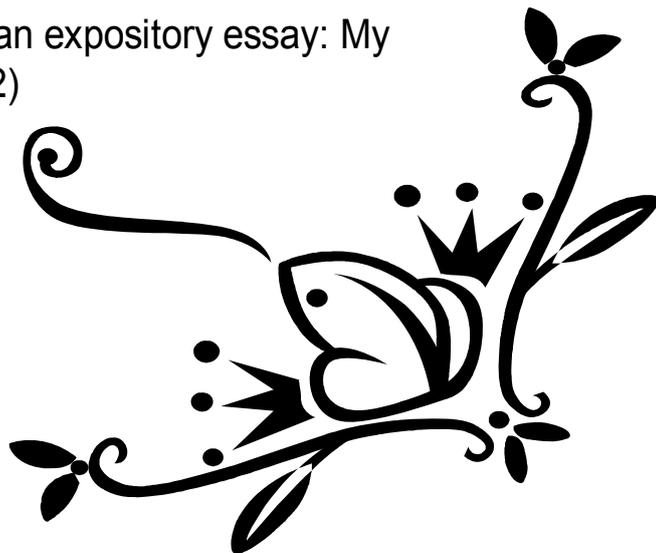
## LESSON NUMBER: 33

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (16) : Describing with your senses (2).

➤ **CONTEXT:**

“Write and Edit an expository essay: My favorite food.” (2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (16).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write and Edit an expository essay titled: My favorite food.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 33

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lessons and also:
- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### **1.2. Language Objectives:**

Same of previous lessons and:

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Rally Robin Reading; 1.3. Similarity Groups; 1.4. Rally Toss; 1.5. Pairs Compare; 1.6. Categorizing; 1.7. Stand Up, Hand Up, Pair Up; 1.8. Rally Robin Responses; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies, using your senses charts, food cards.

**3.2. Introductory Set:**

☞ *Review of previous lesson:*

- ✓ *Review Questions:* Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one element that you should consider while describing using your senses?; What is a hook?; What are some of the words we use to connect sentences when we are trying to add information or give an example?)

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Guessing the country where a food is from.” (2) (Same one of previous lesson but with different countries and food.)

☞ *Cooperative Strategies:* Similarity Groups, Rally Robin Reading, Rally Toss, Pairs Compare, and Categorizing.

☞ *Description:* Teacher will make it interesting by having students think about their favorite food and having them guessing the continent where a food is from. (See previous lesson, and students’ instructions below, for a detailed explanation.)

*Answers:* 1. Venezuela = South America; 2. Nicaragua = North America; 3. Ukraine = Europe; 4. Sierra Leone = Africa; 5. Canada = North America; 6. Japan = Asia; 7. Australia = Oceania; 8. India = Asia.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to learn how to edit a composition using editing symbols. Editing symbols are an abbreviated visual way of expressing where there is a written mistake / error.”

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to recognize the most frequent editing symbols.”

☞ A.3. Why is this important?

“It is important to learn about editing symbols because it is an abbreviated and quick way of seeing that some parts of a writing sample need to be improved.”

#### A.4. What are the students going to do?

“During this lesson you will finish your composition about your favorite food. Also, you will edit your partner’s essay using editing symbols.”

#### ***B. Teacher will model the activities.***

First, teacher will give each student a copy of the editing symbols.

Next, teacher will invite students to give examples of sentences where those symbols could be used. Teacher will write those sentences on the overhead (or blackboard, chart paper, etc) and will use a different color (marker, chalk, etc) to show how to use the editing symbols.

Finally, students will be reminded they have to: 1) use a beginning hook; 2) use transitions words between paragraphs and 3) pay special attention to the importance of finishing the composition with a striking ending (like writing another hook at the end of the essay).

#### ***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *My favorite food*”. (2). (Part 2. Finish your composition and edit your partner’s essay.”)

☞ **Cooperative Strategies:** Rally Robin Reading, Mind Map, Stand Up, Hand Up, Pair Up and Rally Robin Responses.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will invite students to read the rubric so they know what is going to be expected from their compositions.
- 2) Second, they will work with a partner re-reading the pages about ‘Using your senses’.
- 3) Third, students will review their own Mind Map and will re-read the hook they wrote during the previous session.
- 4) Fourth, students will be working independently writing their essay.
- 5) Fifth, when done, students will be revising / editing their partners’ composition using the cooperative strategies: Stand Up, Hand Up, Pair Up and Rally Robin Responses.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about different types of meals in several countries and locating those countries in its particular continent.
- 2) Practicing how to describe food using your senses. In order to achieve that goal, you have been previously reading an informational sheet titled "Using your senses".
- 3) Creating an expository essay and editing your partner's composition using editing symbols.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing food using your senses? Who could tell me a good hook to begin an essay like the one we are practicing today? Who could tell me some editing symbols that you have used today?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: (See visual)

☞ Game:

*Ghost (passive)*

Three or four players are chosen to be the ghosts. The rest of the group needs to scatter across the playing space and choose a spot to stand in. All players need to close their eyes. The ghosts will roam about the playing space. They will try to kill the people by standing close behind the players for 10 seconds without them knowing. If this happens, the ghost will tap them on their head and they will sit down quietly. If a person suspects a person behind them, they would ask, "Is there a ghost behind me?" If they are right then they become a ghost. If they are wrong they are out and should sit down. This is a great game is you want to quiet your camp down.

***Inform students of topic of next lesson.***

"In the next writing lesson, you are going to learn about how to "Show Don't Tell."

.....

**4. Assessment:**

#### 4.1. Informal:

4.1.1. **Check for understanding**: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

##### ❖ **Bloom's Taxonomy**:

###### ➤ 1. Knowledge

- ✓ 1. Can you name some of the adjectives you can use when describing something using your senses?
- ✓ 2. Can you name some editing symbols?

###### ➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by describing using your senses?
- ✓ 2. Can you explain, using your own words, what are editing symbols?

###### ➤ 3. Application

- ✓ 1. Can you think of anything that you have seen written (for example: the displays of students' works on the hallways) that could benefit from the use of editing symbols?

###### ➤ 4. Analysis

- ✓ 1. How is beneficial for us to use editing symbols?

###### ➤ 5. Synthesis

- ✓ 1. Could you create your own editing symbols chart that you would use to edit a composition?

###### ➤ 6. Evaluation

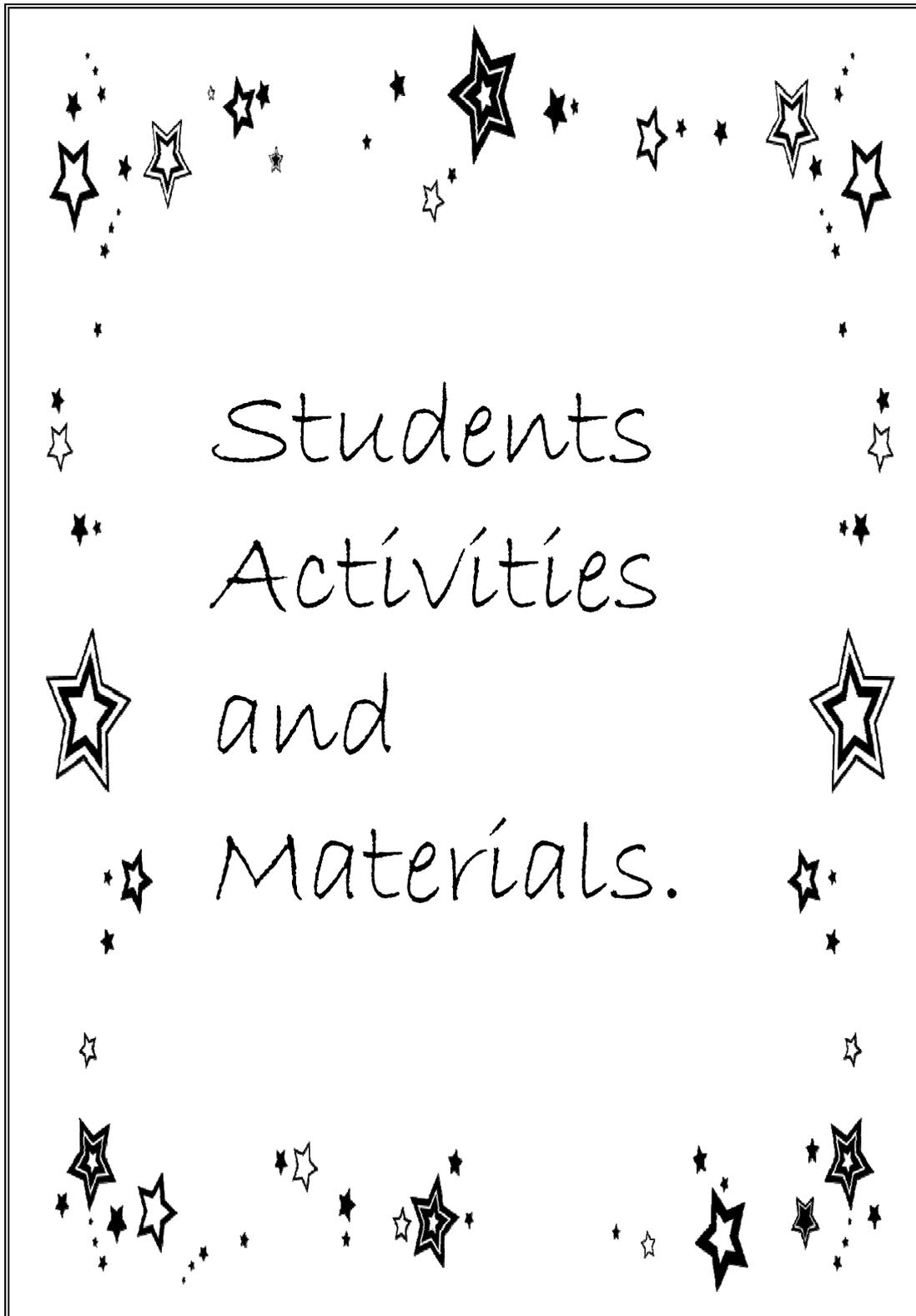
- ✓ 1. Judge the value of using editing symbols.

#### 4.1.3. **Student self assessment using Multiple Intelligences Theory.**

#### 4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric**. (See below)



Students  
Activities  
and  
Materials.

### **1. Introductory Activity. Guessing the continent where a food is from.**

Using the cooperative strategies *Rally Robin Reading*, *Rally Toss*, *Pairs Compare*, and *Categorizing*, you will be classifying 8 examples of meals from different continents. Below, you will find a description and a picture of a meal that is most typical in a country. Also, given to you is the name of the country to which that food belongs to. Additionally, you will also find the maps of all the continents. Now, you only have to find the continent where that country is located. These are the steps that you have to follow:

1. Using the cooperative strategy *Rally Robin Reading*, read the 8 different cards.
2. Using the cooperative strategy *Rally Toss*, discuss with your partner the continent where each of those meals could be most typical.
3. Using the cooperative strategy *Categorizing*, categorize the 8 different meals by placing them next to their continent.
4. Finally, using the cooperative strategy *Pairs Compare*, check your categorization with another pair of students.

#### *Rally Robin*

1. Rally Robin is the verbal counterpart of a Ping-Pong rally in which two players rally back and forth.
2. You will take turns talking.
3. When someone is talking the other one is quite and listening.

#### *Rally Toss / Turn Toss*

1. You will take turns talking.
2. When someone is talking the other one is quite and listening.
3. When a person is done talking he / she tosses a ball (paper wad) to somebody else in the group. The person who catches the ball is the next one to talk.
4. Everybody has to participate; no one can participate a second time until all the members in the group had a chance to talk. A "no toss backs" rule prevents a pair from dominating.

#### *Categorizing*

1. Follow the criteria the teacher has provided by which meals are to be grouped; this is by continent.
2. Discuss with your partners all possible locations.

#### *Pairs Compare*

1. Compare with another pair of students your answers.
2. Discuss differences and similarities.



**1. Hallaca** is a mixture of beef, pork, capers, raisins, and olives wrapped in maize (cornmeal dough), bound with string within plantain leaves, and boiled or steamed afterwards. It's a traditional dish in Venezuela typically served during the Christmas holiday.  
(Country: Venezuela) (South America)



**2. Gallo pinto** (or gallopinto) is the prototypical traditional dish of Nicaragua and Costa Rica cuisines. The dish at its most basic is composed of pre-cooked rice and beans fried together with spices such as cilantro, onion, and peppers.  
(Country: Nicaragua) (North America)



**3. Pierogi** from the Proto-Slavic "pir" (festivity) is the name most commonly used in English speaking areas to refer to a variety of Slavic semicircular stuffed dumplings of unleavened dough and varying ingredients.  
(Country: Ukraine) (Europe)



**4. Banana Pancakes** is a Sierra Leonean traditional dessert. It is a cake made with ripe bananas (mashed), rice flour, baking powder, sugar, nutmeg, groundnut oil, eggs, salt, and water. This cake is served warm with maple syrup, honey, yogurt, or sour cream.  
(Country: Sierra Leone) Africa



**5. Beaver tale:** fried dough topped with icing sugar.

**(Country: Canada)** North America



**6. Sushi:** The common ingredient across all the different kinds of sushi is *sushi rice*. The variety in sushi arises from the different fillings and toppings, condiments, and the way these ingredients are put together.

**(Country: Japan)** Asia



**7. Lamingtons** are a sponge cake (or, more traditionally, butter cake) in the shape of a cube, coated in a layer of traditionally chocolate icing then desiccated coconut. They are sometimes served as two halves with a layer of cream and/or strawberry jam between, and are commonly found in Australasian outlets such as coffee lounges, lunch bars, bakeries, and supermarkets.

**(Country: Australia)** Oceania



**8. Tandoori Chicken.** Chicken is marinated in yogurt and seasoned with tandoori masala. It is moderately hot, but the heat is toned down to a mild taste level in most Western nations. Cayenne pepper, red chili powder, or other spices give it a red hue. A higher amount of Turmeric produces an orange colour. In some modern versions, both red and yellow food colourings are used.

**(Country: India)** Asia

**2. Activity: “Write an expository essay titled: My favorite food”. (2). (Part 2. Finish your essay and edit your partner’s composition).**

1. First, read the rubric so you know what is going to be expected from your essay.
2. Second, re-read with a partner the pages about ‘Using your senses’.
3. Third, review the Mind Map you created during the previous session.
4. Fourth, you will be working independently writing your essay.
5. Fifth, when done, you will be revising / editing your partners’ composition using the cooperative strategies: Stand Up, Hand Up, Pair Up and Rally Robin Responses. This is the way you will use them:

1. When the teacher invites you to do so, you will stand up and put your hands up.
2. You will walk around the room, mingle, mix, practice meeting and greeting, and when the teacher calls time you will find a partner.
3. Sit with that partner and put your hands down.
4. Trade compositions. You will revise / edit each other’s essays.
5. You will be given “editing / revising time.”
6. When finished, you will tell each other about your findings. When student A is giving advice on how to improve student’s B essay he/she listens quietly. Then, you trade turns. Student B gives advice and student A listens quietly.
7. Teacher will randomly call on groups to report.
8. Students thank their partners and depart.
9. We will repeat as many times as needed.

**Writing Rubric. Title:** .....

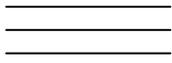
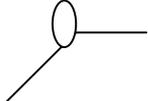
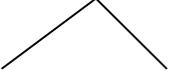
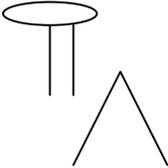
**Name:** .....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DESCRIPTIVE ADJECTIVES</b>	There are present 10 or more adjectives. They are spelled properly and in the right order. 100% Accuracy.	There are present 10 or more adjectives. 1 or 2 are not in the right order or are not spelled correctly.	There are less than 10 (9 to 8) descriptive adjectives present. 2 or 3 are not in the right order or are not spelled correctly.	There are less than 10 (7 to 6) descriptive adjectives present. 3 or 4 are not in the right order or are not spelled correctly.	There are less than 10 (5 to 0) descriptive adjectives present. 4 or 5 are not in the right order or are not spelled correctly.
<b>TRANSITION WORDS</b>	5 transition words are used correctly and without any spelling mistakes.	5 transition words are used correctly but there is 1 spelling mistake.	4 transition words are used correctly. There is 1 spelling mistake.	3 transition words are used correctly. Or there are 2 spelling mistakes.	2 transition words are used correctly. Or there are spelling mistakes.
<b>HOOK (beginning)</b>	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>HOOK (end)</b>	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.

**TOTAL:** .....

**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Editing Symbols.**

<p>Insert</p> 	<p>Exclamation mark</p> 	<p>Semicolon</p> 	<p>Comma</p> 
<p>Apostrophe</p> 	<p>Parenthesis</p> 	<p>Dash</p> 	<p>Inverted Commas</p> 
<p>Capital letter (caps)</p> 	<p>Lower case letter (lc)</p> 	<p>Spelling error</p> 	<p>Add a period</p> 
<p>Take something out</p> 	<p>Put something in</p> 	<p>Colon</p> 	<p>Slash</p> 
<p>Insert space</p> 	<p>Replace</p> 	<p>New paragraph</p> 	<p>Question mark</p> 

### Interesting Facts.

## Food Interesting Facts (2)

1. Fresh artichokes are beneficial food for diabetics. This is the case because the insulin in the artichoke is known to improve blood-sugar control.



2. Asparagus is good to treat arthritis and rheumatism.



3. Cabbage is good for treating peptic ulcers and it also has anti-cancer properties.



4. Bell peppers are good to prevent blood clots and high cholesterol.



5. Broccoli is a good breast cancer preventative.



6. Carrots prevent cardiovascular disease, cancer and delay aging.



7. Fennel appears to have many health benefits. It is thought to relieve intestinal spasms and cramps.



8. Garlic protects against some cancers and lowers blood pressure.



MARIA ISABEL GARCIA GARRIDO



**T**his writing program is composed by 57 lessons and a WebQuest about the 8 parts of speech. The lessons target the development of writing while considering the four skills of language. Writing is taught in content, as specified by the No Child Left Behind Act of 2001; which allows students the opportunity to learn English at the same time as they develop academic proficiency in other content areas such as socio-emotional development, social studies, art, math, science, literature, and music.



**Maria Isabel Garcia Garrido**

**Teaching Writing to English Language Learners (ELLs) using Multiple Intelligences Theory and Kagan Cooperative Strategies.**



**Vol. II Lessons 34 - 57**  
Maria Isabel Garcia Garrido

<b>34</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Description (17). "Show Don't Tell." (1)	"Write an expository essay about an object, an animal or a person that you really like. (1)"	"Play at guessing riddles." (2)	671-704
<b>35</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Social Studies.	Learn about Expository Writing. Description (18). "Show Don't Tell." (2)	"Write and edit an expository essay about an object, an animal or a person that you really like. (2)"	"Play at guessing riddles." (2)	705-730
<b>36</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Expository Writing. Compare and Contrast (1). Compare and contrast: people, animals, objects or places that you really like. (1)	"Write an expository essay titled: Similarities and differences among people, animals, objects or places that I really like. (1)"	"Find the differences." (1)	731-762
<b>37</b>	Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.	Learn about Expository Writing. Compare and Contrast (2). Compare and contrast: people, animals, objects or places that you really like. (2)	"Write an expository essay titled: Similarities and differences among people, animals, objects or places that I really like. (2)"	"Find the differences." (2)	763-778
<b>38</b>	Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.	Learn about Expository Writing. Setting Goals. (1)	"Write 3 short term goals that will help you improve your essays."	"Letters to Success."	779-798
<b>39</b>	Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.	Learn about Expository Writing. Setting Goals. (2)	"Write 3 long term goals that will help you improve your writing skills."	"Positive Road or Road to Success."	799-814
<b>40</b>	Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.	Learn about Expository Writing. Setting Goals. (3).	"Write a 'Writing Success Contract'."	"Writing Success Contract."	815-832

# Personal Narrative Lessons

<b>41</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Personal Narrative Writing. (1)	"Write a Personal Narrative Essay about your first day of school this year." (1)	"Famous Movies / Books."	833-848
<b>42</b>	Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.	Learn about Personal Narrative Writing. (2)	"Write a Personal Narrative Essay about your first day of school this year." (2)	"Similes."	849-890
<b>43</b>	Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.	Learn about Personal Narrative Writing. (3)	"Write a personal narrative essay about your first day of school this year (3)".	"Metaphors."	891-930
<b>44</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Emotional Intelligence. (1) Intrapersonal Intelligence. (1) Learn about Personal Narrative Writing. (4)	"Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: "The time I cheered myself up." (1)	"Emotions."	931-966
<b>45</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Emotional Intelligence. (2) Intrapersonal Intelligence. (2) Learn about Personal Narrative Writing. (5)	"Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: "The time I cheered myself up." (2)	"Happy Face."	967-998
<b>46</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Emotional Intelligence. (3) Intrapersonal Intelligence. (3) Learn about Personal Narrative Writing. (6)	"Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: "The time I cheered myself up." (3)	"Magic Wizard."	999- 1014

# Personal Narrative, Expository, Persuasive (review).

<b>47</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Emotional Intelligence. (4) Interpersonal Intelligence (1).	"Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends." (1)	"Role Play: Who is the best leader?"	1015-1050
<b>48</b>	Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.	Learn about Emotional Intelligence. (5) Interpersonal Intelligence (2).	"Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends." (2)	"Guess the joke."	1051-1116
<b>49</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about Emotional Intelligence. (6) Interpersonal Intelligence (3).	"Choose among Narrative, Expository and Persuasive essay formats to write about solving a conflict."	"What is the best radio station/music type?"	1117-1156
<b>6 + 1 Traits of Writing</b>					
<b>50</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development; Art.	Learn about the Six + 1 Traits of Writing. (1) Ideas Trait.	'List your ideas for three different narrative, expository and persuasive essays.'	"What is the main idea of this painting?"	1157-1170
<b>51</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (2) Organization Trait.	'Create a short narrative, expository or persuasive essay.'	"Sequencing."	1171-1192
<b>52</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (3) Voice Trait.	'Use Voice to describe yourself. Acrostic Fashion Show'.	"Emoticons."	1193-1208
<b>53</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (4) Sentence Fluency.	"Write a persuasive essay asking for three things you really want." (1)	"Sentence Fluency Phones."	1211-1232

<b>54</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (5) Word Choice.	"Write a persuasive essay asking for three things you really want." (2)	"Visual Words Dream."	1233- 1244
<b>55</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (6) Conventions.	"Edit your partner's composition using the editor's symbol list."	"Act it out!"	1245- 1258
<b>56</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Learn about the Six + 1 Traits of Writing. (7) Presentation.	"Select the best presentation for a text and write a short narrative, expository or persuasive essay."	"The magic Kingdom Destiny."	1259- 1272
<b>57</b>	Listening; Speaking; Reading; Writing; Socio Emotional Development.	Review the Six + 1 Traits of Writing.	"Use the Six + 1 Traits of Writing Scoring Rubric to grade your partners' compositions from previous lesson."	"The Mysterious Word."	1275- 1286
<b>RESOURCES</b>					1287 - 1332

## WebQuest: 8 Parts of Speech

Session	Title	Topic
<b>0</b>	Warm up session	Find out what the 8 parts of speech are.
<b>1</b>	The Noun	Part 1. Common Noun and Proper Noun.
<b>2</b>	The Noun	Part 2. Forming Plural Nouns.
<b>3</b>	The Adjective	The Adjective
<b>4</b>	The Verb	Part 1. a) General Concepts about verbs, b) Present Simple
<b>5</b>	The Verb	Part 2. Verb To Be and Present Continuous / Progressive of all verbs.
<b>6</b>	The Verb	Part 3. Past Simple of Regular and Irregular Verbs
<b>7</b>	The Verb	Part 4. The Future Tense.

<b>8</b>	The Adverb	The Adverb
<b>9</b>	The Pronoun	The Pronoun
<b>10</b>	The Conjunction and Interjections	The Conjunction and Interjections
<b>11</b>	The Preposition	The Preposition
<b>12</b>	Closing	Review session

## Videos

Lesson Number	Title
<b>13</b>	Put Ups.
<b>16</b>	I am a special candy.
<b>17</b>	I am special name tag.
<b>18-20</b>	I am special (essay).
<b>21-23</b>	Someone very special in my life (essay).
<b>24-26</b>	My future job (essay).
<b>27-31</b>	My favorite animal (essay).
<b>32-33</b>	My favorite food (essay).
<b>34-35</b>	My favorite object (essay).
<b>38</b>	Letters to Success.
<b>39</b>	Road to Success.

<b>40</b>	Writing Success Contract
<b>44-46</b>	How can I cheer myself up. Happy Face. Intrapersonal Inteligence (essay).
<b>52</b>	Acrostic Fashion Show



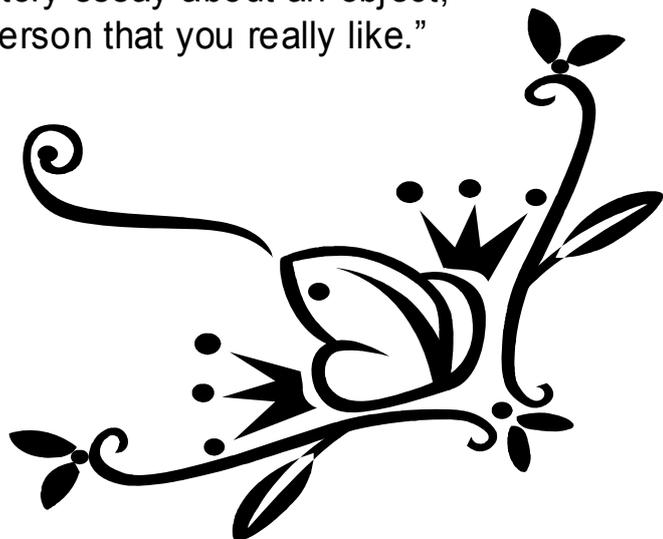
## LESSON NUMBER: 34

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (17) : Show Don't Tell (1).

➤ **CONTEXT:**

“Write an expository essay about an object,  
an animal or a person that you really like.”





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (17). “Show Don’t Tell.” (1)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay about an object, an animal or a person that you really like.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 34

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to describe objects, animals and people accurately.
- Students will be able to understand concepts such as “Show don’t tell”.
- Students will be able to understand and create riddles.

**1.2. Language Objectives:**

- Students will be able to use descriptive adjectives accurately and without making any spelling mistakes.
- Students will be able to compose leads or hooks: they should be appropriate to the topic of the essay; no spelling mistakes and correct grammar.
- Students will be able to use transition words to link sentences: students will be able to use at least 5 transitions words correctly (right meaning for the particular situation) and without spelling mistakes.

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

- 3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.

C. Communicate ideas in writing to accomplish a variety of purposes.

- 3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Rally Robin Reading; 1.2. Show Down; 2. Modeling; 3. Independent practice.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies, describing a person/object/animal charts, using your senses charts.

#### 3.2. Introductory Set:

☞ *Review of previous lesson:*

- ✓ *Review Questions:* Review of previous lesson. Ask questions using Bloom's Taxonomy. (Ex. Teacher will ask questions such as: "Who could tell me one element that you should consider while describing using your senses?; What is the difference between a beginning and an ending hook?; What are some editing symbols?)"

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* "Play at guessing riddles."

☞ *Cooperative Strategies:* Showdown

☞ *Description:* Teacher will make it interesting by:

- Inviting students to play at guessing riddles. The whole class will participate. Students will be playing in groups using the cooperative strategy Showdown.

- 1) The teacher distributes materials to each group: a deck of question cards (riddles), one small basket and think pad slips (small slips of colored paper) for each team member to each group.
- 2) The teacher selects one student in each group to be the showdown captain for the first round and asks him/her to turn the question cards facedown in the center of the group's table and pass the think pad slips to each team member.
- 3) The teacher explains that the showdown captain will turn over the card with the first question (cards can be

numbered on back) and read it aloud for all team members. Then each team member will answer the question individually on their think pad slips and turn their answers facedown on the table in front of them.

- 4) When the teacher gives the showdown signal, all team members will reveal their responses at once. If all are correct, the team will get 5 team points. If not, the team will coach their team members to correct their answers and will then receive one team point.
- 5) Team members will celebrate.
- 6) The student at the left of the showdown captain will become showdown captain for the next round.
- 7) Repeat from step 2 for each round.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about descriptions. Today we will learn a technique called “Show don’t tell”. When you are showing but not telling you are building detailed descriptions of people, places, events, objects, etc”.

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to learn how to make your descriptions more vivid”.

☞ A.3. Why is this important?

“When you are “showing not telling” your essays trap the interest of the reader. It is like when you are watching a thriller. If you know who is the killer from the very beginning of the movie you lose your interest. However, if you are just given clues you feel like continue watching the movie until the end”.

A.4. What are the students going to do?

“Today you are going to get the opportunity of expanding your creativity and write your own riddles about people, places, objects and animals, etc.”

### ***B. Teacher will model the activities.***

First, teacher will give each student a copy of the pages containing the elements that have to be present when describing an element.

Next, teacher will invite students to pick one object in the classroom. As a whole group, they will describe that object using the checklist provided by the teacher.

Finally, students will be reminded they have to: 1) use a beginning hook; 2) use transitions words between paragraphs; 3) use their senses when describing any object; and 4) pay special attention to the importance of finishing the composition with a striking ending (like writing another hook at the end of the essay).

### ***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *An object, an animal or a person that I really like*”. (Part 1. Fill out the dotted lines checklist. Write your hook.) (Note: Teacher will provide the dotted lines checklist about objects, animals and people. Also, teacher will provide each group of students with a copy of the informational checklists they have seen in previous lessons about objects, animals and people. ”)

☞ **Cooperative Strategies:** Rally Robin Reading and Show Down.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will invite students to read the informational checklist about the elements that have to be present while describing an object, an animal or a person using the cooperative strategy Rally Robin Reading. (See describing a person/animal/object charts and using your senses charts from previous lessons).
- 2) Second, they will work independently filling out the pages with the dotted lines about the object, animal or person they are going to describe.
- 3) Third, students will write the beginning hook of their essay. This hook should be a riddle. (See hooks charts from previous lessons).
- 4) Fourth, students will share the hook they wrote using the cooperative strategy Show Down. (Refer to the anticipatory activity for an explanation of this strategy.)

### **3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about how to show and not tell.
- 2) Practicing how to describe objects, animals and people.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an object, an animal or a person? Who could tell me a good hook to begin an essay like the one we are practicing today? Who could tell me what is the meaning of “Show don’t tell”?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Batman. (See visual)

☞ Game:

*Good Morning Captain (passive)*

The captain sits slightly apart from the group and is blindfolded. The leader indicates a player who says "Good Morning Captain!" The captain tries to name the speaker. If the captain correctly identifies the speaker he retains his position. If not the player becomes the new captain. Players should try to disguise their voices.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to finish and edit your essay about an object, an animal or a person that you really like.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can you name some of the adjectives you can use when describing an object, a person or an animal?

➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by “Showing not telling”?

➤ 3. Analysis

- ✓ 1. How does the technique of “Show don’t tell” make your essays more “alive”?

➤ 4. Application

- ✓ 1. Did the activity we did during this lesson remind you of something? What? Why?
- ✓ 2. Can you group the adjectives you have used today by characteristics?
- ✓ 3. From the information given, can you develop a set of instruction to teach somebody how to describe a person/animal/food/object/etc?

➤ 5. Synthesis

- ✓ 1. What are the similarities and differences between comparing and contrasting a person/object/food/animal?

➤ 6. Evaluation

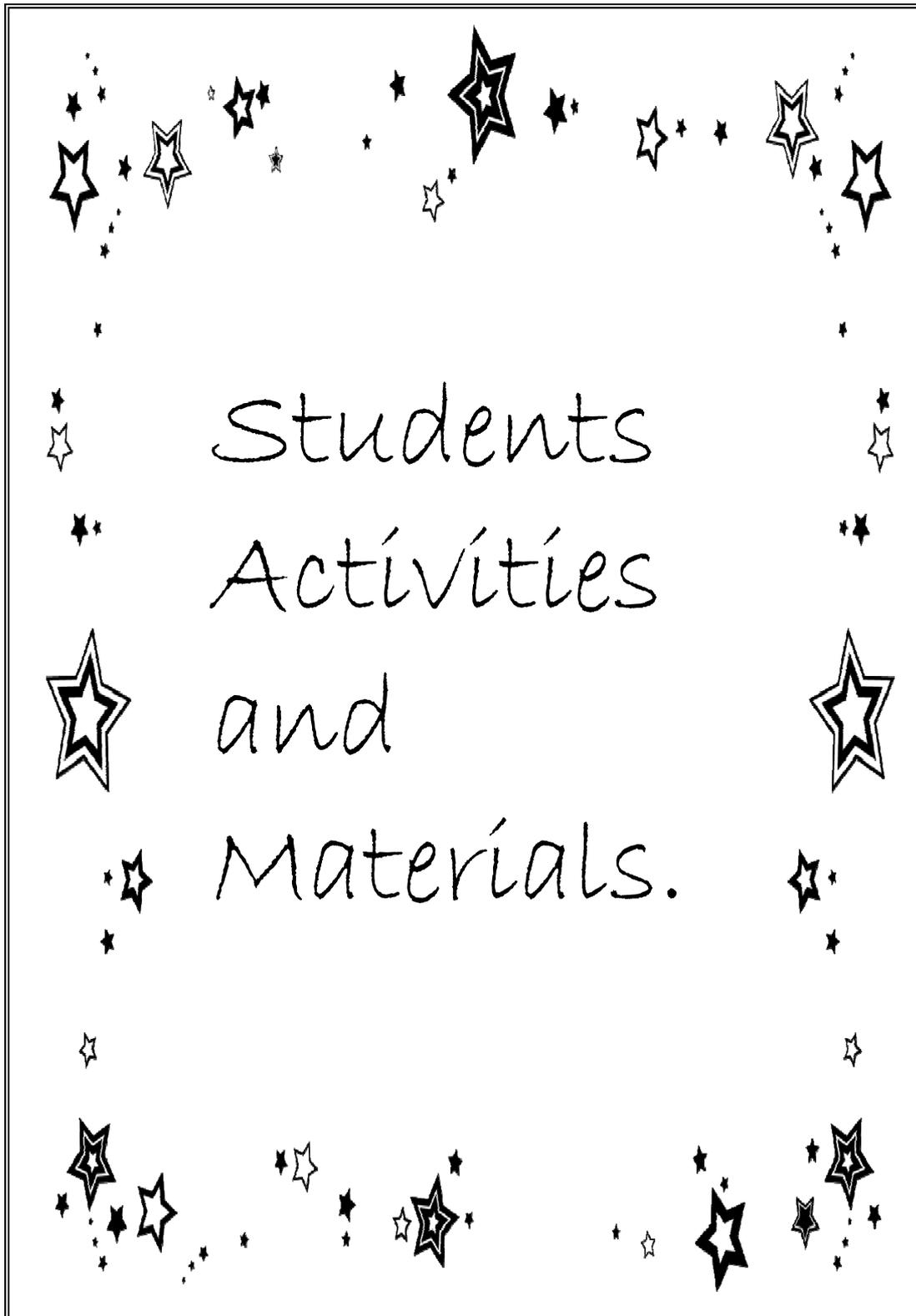
- ✓ 1. Judge the value of giving vivid descriptions instead of just saying the name of a particular object from the very beginning of an essay.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric.** (Use the same one that was used during the previous lesson)



Students  
Activities  
and  
Materials.

**1. Anticipatory Activity. Guessing Riddles.**

1. What goes up and down stairs without moving?

A carpet.

2. Give it food and it will live; give it water and it will die.

The fire.

3. What can you catch but not throw?

A cold.

4. I run, yet I have no legs. What am I?

A nose.

5. Take one out and scratch my head, I am now black but once was red.

A match.

---

6. Remove the outside, cook the inside, eat the outside, throw away the inside.

Corn.

---

7. What goes around the world and stays in a corner?

A stamp.

---

8. What gets wetter the more it dries?

A towel.

---

9. The more there is, the less you see.

Darkness.

---

10. They come at night without being called and are lost in the day without being stolen.

Stars

---

---

11. What kind of room has no windows or doors?

A mushroom

---

12. I have holes on the top and bottom. I have holes on my left and on my right. And I have holes in the middle, yet I still hold water. What am I?

A sponge

---

13. I look at you, you look at me, I raise my right, you raise your left. What is this object?

A mirror

---

14. It has no top or bottom but it can hold flesh, bones, and blood all at the same time. What is this object?

A ring

---

15. The more you take the more you leave behind.

Footsteps

---

---

16. Light as a feather, there is nothing in it; the strongest man can't hold it for much more than a minute.

Breath

---

17. As I walked along the path I saw something with four fingers and one thumb, but it was not flesh, fish, bone, or fowl.

Glove

---

18. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?

River

---

19. I went into the woods and got it, I sat down to seek it, I brought it home with me because I couldn't find it.

Splinter

---

20. What can fill a room but takes up no space?

Light

---

21. It is weightless, you can see it, and if you put it in a barrel it will make the barrel lighter?

A hole

22. No sooner spoken than broken. What is it?

Silence

23. Only two backbones and thousands of ribs.

Railroad

24. Four jolly men sat down to play, And played all night till the break of day. They played for cash and not for fun, With a separate score for every one. When it came time to square accounts, They all had made quite fair amounts. Now, not one has lost and all have gained, Tell me, now, this can you explain?

Four men in a dance band

25. Jack and Jill are lying on the floor inside the house, dead. They died from lack of water. There is shattered glass next to them. How did they die?

Jack and Jill are goldfish.

**2. Activity: “Write an expository essay titled: An object that I really like”. (1). (Part 1. Fill out the dotted lines checklist and write a beginning hook for your composition.”)**

First, using the cooperative strategy *Rally Robin Reading*, read with a partner the informational checklist about the elements that have to be present while describing an object, an animal or a person (pick the one you are going to describe; you don’t need to read all of them).

Second, work independently filling out the pages with the dotted lines about the object, the animal or the person that you are going to describe.

Third, write the beginning hook (which should be a riddle) for your composition. Your hook should be a riddle.

Fourth, share your hook with the rest of your partners using the cooperative strategy *Show Down*.

*Rally Robin*

1. Rally Robin is the verbal counterpart of a Ping-Pong rally in which two players rally back and forth.
2. You will take turns talking.
3. When someone is talking the other one is quite and listening.

*Show Down*

1. All the students will be moving to different groups. There would not be any student in a group who has previously read the hook a particular student wrote for his/her composition.
2. Once you are in a different group you will be reading out loud, for all team members, your hook. Then, each team member will answer the question individually on their think pad slips and turn their answers facedown on the table in front of them.
3. When the teacher gives the showdown signal, all team members will reveal their responses at once. The students who guess it right will earn a point. If not, the student who is reading his / her description will coach their team members to correct their answers.
4. Team members will celebrate.
5. The student at the left of the showdown captain will become showdown captain for the next round.
6. Repeat from step 3 for each round.

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2) TYPES: 2.1. Person



## ELEMENTS THAT SHOULD BE PRESENT WHEN YOU ARE DESCRIBING A PERSON.

### 1. LOOK / APPEARANCE.

You have to talk about:

1. HEIGHT
2. BUILD
3. AGE
4. FACE:
  - 4.1. Face Shape
  - 4.2. Skin/Face/Complexion
5. EYES:
  - 5.1. Color:
  - 5.2. Eye expressions
  - 5.3. Eye Shape and Size
6. MOUTH / LIPS
7. NOSE
8. HAIR
  - 8.1. Texture/Appearance
  - 8.2. Hair Styles
  - 8.3. Lots of hair
  - 8.4. Little hair
  - 8.5. Treated hair
  - 8.6. Hair colors
9. FACIAL HAIR
10. CLOTHING
  - 10.1. Fabric
  - 10.2. Bottoms
  - 10.3. Tops
  - 10.4. Other clothing

### 2. CHARACTER.

You have to talk about:

1. INTELLECTUAL ABILITY
  - 1.1. Possessing Ability.
  - 1.2. Lacking ability.
2. ATTITUDES TOWARDS LIFE
  - 2.1. Looking on the bright side or negative side of things.
  - 2.2. Outward looking or inward looking.
  - 2.3. Calm or not calm with regard to attitude to life.
  - 2.4. Practical, not dreamy in approach to life.
  - 2.5. Feeling things very intensely.
3. ATTITUDES TOWARDS OTHER PEOPLE
  - 3.1. Enjoying others' company.
  - 3.2. Disagreeing with others.
  - 3.3. Taking pleasure in others' pain.
  - 3.4. Relaxed in attitude to self and others.
  - 3.5. Not polite to others.
  - 3.6. Telling the truth to others.
  - 3.7. Unhappy if others have what one does not have oneself.

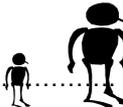
### 3. OPINION.

What is your personal opinion about that person?

Ex. Is that person looks / character appealing to you?

MARIA ISABEL GARCIA GARRIDO

## Describing a person. 1) Look/appearance (1)

		Y	N
Name:.....			
1. HEIGHT:			
2. BUILD:			
3. AGE:			
4. FACE:			
4.1. <u>Face Shape:</u>			
4.2. <u>Skin/Face/Complexion:</u>			
5. EYES:			
5.1. <u>Color:</u> .....			
5.2. <u>Eye expressions:</u> .....			
5.3. <u>Eye Shape and Size:</u> .....			

## Describing a person. 1) Look/appearance.(2)

		Y	N
Name:.....			
6. MOUTH / LIPS .....			
7. NOSE .....			
8. HAIR 8.1. <u>Texture/Appearance:</u> ..... 8.2. <u>Hair Styles:</u> ..... 8.3. <u>Lots of hair:</u> ..... 8.4. <u>Little hair:</u> ..... 8.5. <u>Treated hair:</u> ..... 8.6. <u>Hair colors:</u> .....			
9. FACIAL HAIR .....			
10. CLOTHING 10.1. <u>Fabric:</u> ..... 10.2. <u>Bottoms:</u> ..... 10.3. <u>Tops:</u> ..... 10.4. <u>Other clothing:</u> .....			

## Describing a person. 2) Character / personality. (3)

		Y	N
Name:.....			
<b>1. INTELLECTUAL ABILITY</b> <b>1.1. Possessing Ability</b> ..... <b>1.2. Lacking ability</b> .....			
<b>2. ATTITUDES TOWARDS LIFE</b> <b>2.1. Looking on the bright side or negative side of things</b> ..... <b>2.2. Outward looking or inward looking</b> ..... <b>2.3. Calm or not calm with regard to attitude to life</b> ..... <b>2.4. Practical, not dreamy in approach to life</b> ..... <b>2.5. Feeling things very intensely</b> .....	  	2.1.Y ..... 2.2.Y ..... 2.3.Y ..... 2.4.Y ..... 2.5.Y	2.1.N ..... 2.2.N ..... 2.3.N ..... 2.4.N ..... 2.5.N
<b>3. ATTITUDES TOWARDS OTHER PEOPLE</b> <b>3.1. Enjoying others' company</b> .....			

## Describing a person. 2) Character / personality.(4)

Name:.....

Y	N
	

### 3. ATTITUDES TOWARDS OTHER PEOPLE (continued)

3.2. Disagreeing with others:

.....



3.2.Y

3.2.N

3.3. Taking pleasure in others' pain:

.....

•••••  
3.3.Y

•••••  
3.3.N

3.4. Relaxed in attitude to self and others:

.....



•••••  
3.4.Y

•••••  
3.4.N

3.5. Not polite to others:

.....

•••••  
3.5.Y

•••••  
3.5.N

3.6. Telling the truth to others:

.....

•••••  
3.6.Y

•••••  
3.6.N

3.7. Unhappy if others have what one does not have on eself:

.....



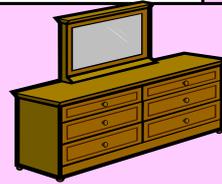
•••••  
3.7.Y

•••••  
3.7.N

## EXPOSITORY ESSAY.

### 3. DESCRIPTION.

#### 2.2. Describing an OBJECT



### ELEMENTS THAT SHOULD BE PRESENT WHEN YOU ARE DESCRIBING AN OBJECT

1. OPINION
2. SIZE
3. LENGTH
4. COLOR
5. WIDTH
6. AGE
7. COLOR
8. ORIGIN
9. MATERIAL
11. PARTS (What are they?)
12. FUNCTIONS (Uses)

# Describing an OBJECT. (1)

Name:.....

Y	N
---	---



1. OPINION

.....



2. SIZE

.....



3. LENGTH

.....



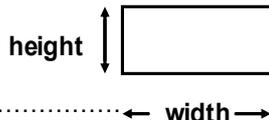
4. SHAPE

.....



5. WIDTH

.....



6. AGE

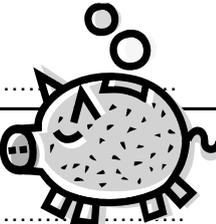
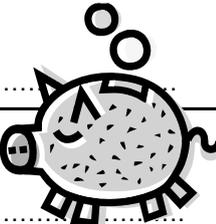
.....



# Describing an object. (2)

Name:.....

Y	N
	

<p><b>7. COLOR</b></p> <p>.....</p>			
<p><b>8. ORIGIN</b></p> <p>.....</p>			
<p><b>9. MATERIAL</b></p> <p>.....</p>			
<p><b>10. DENOMINAL</b></p> <p>.....</p>			
<p><b>11. PARTS (What are they?)</b></p> <p>.....</p> <p>Tip. If you are not sure of all the parts of an object just go to <a href="http://www.google.com">www.google.com</a> and type: "parts of (name of the object)".</p>			
<p><b>12. FUNCTIONS (Uses)</b></p> <p>.....</p>			
<p><b>13. OTHER:</b> (Ex Price; ...)</p> <p>.....</p>			

# EXPOSITORY ESSAY.

## 3. DESCRIPTION.

### 2.3. Describing an ANIMAL



#### ELEMENTS THAT SHOULD BE PRESENT WHEN YOU ARE DESCRIBING AN ANIMAL.

##### 1. OPINION

##### 2. SIZE

##### 3. LENGTH

##### 4. COLOR

##### 5. ANIMAL BODY PARTS

- 5.1. Animals with antlers
- 5.2. Animals with claws
- 5.3. Animals with fins
- 5.4. Animals with fur
- 5.5. Animals with gills
- 5.6. Animals with hooves
- 5.7. Animals with horns
- 5.8. Animals with paws
- 5.9. Animals with scales
- 5.10. Animals with shells
- 5.11. Animals with spots
- 5.12. Animals with stripes
- 5.13. Animals with tentacles
- 5.14. Animals with tusks
- 5.15. Animals with wings
- 5.16. Animals with beaks
- 5.17. Animals with fangs
- 5.18. Animals with feathers
- 5.19. Animals with tails

##### 6. ANIMAL BEHAVIORS

- 6.1. Aquatic Animals
- 6.2. Domesticated Animals
- 6.3. Endangered Animals
- 6.4. Extinct Animals
- 6.5. Hibernating Animals
- 6.6. Migratory Animals
- 6.7. Nocturnal Animals
- 6.8. Poisonous Animals
- 6.9. Social Animals

##### 6.10. Solitary Animals

##### 6.11. Terrestrial Animals

##### 6.12. Territorial Animals

##### 6.13. Venomous Animals

##### 7. ANIMAL FEEDING HABITS

- 7.1. Carnivores
- 7.2. Herbivores
- 7.3. Omnivores
- 7.4. Insectivores
- 7.5. Predators
- 7.6. Scavengers
- 7.7. Filter Feeders
- 7.8. Parasites
- 7.9. Cleaners

##### 8. ANIMAL CLASS (GROUPS)

- 8.1. Amphibians
2. Fishes
3. Birds
4. Insects
5. Reptiles
6. Mammals

##### 9. ANIMAL HABITAT

##### 9.1. Forest Habitat

9.1.1. Rain forest

9.1.2. Chaparral

9.1.3. Taiga or  
Boreal Forest

##### 9.2. Desert

##### 9.3. Pond

##### 9.4. Swamp

##### 9.5. Cave

##### 9.6. Lake

##### 9.7. River

##### 9.8. Ocean

MARIA ISABEL GARCIA GARRIDO

# Describing an ANIMAL. (1)

Name:.....

Y	N
	

**1. OPINION**

.....



**2. SIZE**

.....



**3. LENGTH**

.....



**4. COLOR**

.....



**5. ANIMAL BODY PARTS**

What body part does your animal have? Describe them. Use numbers 1-4 to that animal body part. If your animal does not have that body part just write "NOT APPLICABLE" on the dotted lines below.

5.1. Animals with antlers.....

.....

5.2. Animals with claws.....

.....

# Describing an ANIMAL. (2)

Name:.....

Y	N
	

## 5. ANIMAL BODY PARTS (continued)

5.3. Animals with fins.....

.....

5.4. Animals with fur.....

.....

5.5. Animals with gills.....

.....

5.6. Animals with hooves .....

.....

5.7. Animals with horns .....

.....

5.8. Animals with paws.....

.....

5.9. Animals with scales .....

.....

5.10. Animals with shells .....

.....

# Describing an ANIMAL. (3)

Name:.....

Y	N
	

## 5. ANIMAL BODY PARTS (continued)

5.11. Animals with spots .....

.....

5.12. Animals with stripes .....

.....

5.13. Animals with tentacles.....

.....

5.14. Animals with tusks.....

.....

5.15. Animals with wings .....

.....

5.16. Animals with beaks .....

.....

5.17. Animals with fangs.....

.....

5.18. Animals with feathers .....

.....

5.19. Animals with tails.....

.....

# Describing an ANIMAL. (4)

Name:.....

Y	N
	

## 6. ANIMAL BEHAVIORS

One animal may display more than one behavior at the same time. Explain shortly what is the behavior of this animal. Write the sentence." Not applicable" on the dotted lines of those behaviors which do not describe your animal.

6.1. Aquatic Animals .....

.....

6.2. Domesticated Animals .....

.....

6.3. Endangered Animals .....

.....

6.4. Extinct Animals .....

.....

6.5. Hibernating Animals .....

.....

6.6. Migratory Animals .....

.....

6.7. Nocturnal Animals .....

.....

6.8. Poisonous Animals .....

.....

# Describing an ANIMAL. (5)

Name:.....

Y	N
	

## 6. ANIMAL BEHAVIORS (continued)

6.9. Social Animals .....

.....

6.10. Solitary Animals .....

.....

6.11. Terrestrial Animals .....

.....

6.12. Territorial Animals .....

.....

6.13. Venomous Animals .....

.....

## 7. ANIMAL FEEDING HABITS

What does your animal eat? Select what type of animal it is. Explain shortly what to be "....." is. Ex. If your animal is a carnivore you will have to explain shortly what it means to be a carnivore. Write "Not applicable" on the rest of the dotted lines that does not describe your animal's feeding habit.

7.1. Carnivores .....

.....

7.2. Herbivores .....

.....

# Describing an ANIMAL. (6)

Name:.....

Y	N
	

## 7. ANIMAL FEEDING HABITS

7. 3. Omnivores .....

.....

7. 4. Insectivores .....

.....

7. 5. Predators .....

.....

7. 6. Scavengers .....

.....

7. 7. Filter Feeders .....

.....

7. 8. Parasites .....

.....

7. 9. Cleaners .....

.....

# Describing an ANIMAL. (7)

Name:.....

Y	N
	

## 8. ANIMAL CLASS (GROUPS)

What is the class (or group) your animal belongs to? Select what type of animal it is. Explain shortly what to be "....." is. Ex. If your animal is an amphibian you will have to explain shortly what it means to be an amphibian. Write "Not applicable" on the rest of the dotted lines that does not describe your animal's class.

8.1. Amphibians .....

.....

2. Fishes .....

.....

3. Birds .....

.....

4. Insects .....

.....

5. Reptiles .....

.....

6. Mammals .....

.....

# Describing an ANIMAL. (8)

Name:.....

Y	N
	

## 9. ANIMAL HABITAT

What is the habitat where your animal lives in? Select what type of habitat it is. Explain shortly what habitat it is. Ex. If your animal lives in the rain forest you will have to explain shortly what some characteristics of the rain forest are. Write "Not applicable" on the rest of the dotted lines that does not describe your animal's habitat.

### 9.1. Forest Habitat

9.1.1. Rain forest .....

.....

9.1.2. Chaparral .....

.....

9.1.3. Taiga or Boreal Forest .....

.....

9.2. Desert .....

.....

9.3. Pond .....

.....

9.4. Swamp.....

.....

9.5. Cave .....

.....

# Describing an ANIMAL. (9)

Name:.....

Y	N
	

## 9. ANIMAL HABITAT (continued)

9.6. Lake .....

.....

9.7. River.....

.....

9.8. Ocean.....

.....

**Interesting Fact.**

## Batman



Publication information	
<b>Publisher</b>	DC Comics
<b>First appearance</b>	<i>Detective Comics</i> #27 (May 1939)
<b>Created by</b>	Bob Kane (concept) Bill Finger (unaccredited)
In-story information	
<b>Alter ego</b>	Bruce Wayne
<b>Team affiliations</b>	Batman Family Justice League Wayne Enterprises Outsiders
<b>Partnerships</b>	Robin
<b>Notable aliases</b>	Matches Malone

In the Batman comic books, one of the hero's best known enemies is The Riddler who is personally compelled to supply clues about his upcoming crimes to his enemies in the form of riddles and puzzles.



## LESSON NUMBER: 35

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Description (18) : Show Don't Tell (2).

➤ **CONTEXT:**

“Write and edit an expository essay about an object, an animal or a person that you really like.”(2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Description (18). “Show Don’t Tell”. (2)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write and edit an expository essay about an object, an animal or a person that you really like.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Social Studies.

**LESSON NUMBER:** 35

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

Same of previous lesson and also:

- Students will be able to name the capitals of four countries (Romania – Bucharest; Nepal - Kathmandu; Peru – Lima; Indonesia – Jakarta) along with a very important monument/place of interest in each one of those countries ( see list in section. 3.1. materials – pictures).

#### **1.2. Language Objectives:**

Same of previous lesson and:

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGY:** 1. Cooperative strategies: 1.1. Rally Robin Reading; 1.2. Show Down; 1.3. All around the world. 2. Modeling; 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies, describing a person/animal/object charts, describing using your senses charts, maps (Europe, Asia, South America) pictures of important monuments/place of interest of the world (1. Dracula’s Castle. Romania; 2. The Himalayas. Nepal; 3. Machu Pichu. Cuzco. Peru; Homo Floresiensis cave. Indonesia).

### **3.2. Introductory Set:**

☞ *Review of previous lesson:*

- ✓ *Review Questions:* Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one element that you should consider while describing animals, objects and people?; What is a riddle? What is a hook?)

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Play at guessing riddles.” (2)

☞ *Cooperative Strategies:* Showdown

☞ *Description:* Same game of previous lesson but with different riddles. (See below for a list of riddles).

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue practice editing. When we are editing we are checking for the best ways to write something. We pay attention to word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.”

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to gain practice recognizing editing symbols. At the same time, you will be gaining knowledge about the grammar of the English language”.

☞ A.3. Why is this important?

“When you are writing you have to make sure you are using the pre-established rules of the English language so everybody can understand what you are writing”.

☞ A.4. What are the students going to do?

“Today you are going to get the opportunity of learning from your partners’ errors and mistakes to improve your compositions in the future. You will be revising and editing your partners’ composition from the previous lesson. You will have to use all the information that we have learned about how to describe a person, an object or an animal, the use of connectors (adding information and giving example) to review somebody’s paper”.

***B. Teacher will model the activities.***

First, teacher will invite students to review the editing checklist they were giving on a previous editing lesson.

Next, teacher will write several sentences on the overhead and will invite students to tell him/her where the errors/mistakes are. Teacher will use the appropriate editing symbols to correct those errors/mistakes.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *An object, an animal or a person that I really like*”. (Part 2. Finish writing your composition and edit your partners essay.)

☞ **Cooperative Strategies:** All around the world.

☞ **Description:** (For more details see students’ directions)

- Teacher will provide students with the rubric that will be used to grade their essay. Students will be encouraged to read all the elements that have to be present if they want to get a good grade. (See Essay Rubric from lesson 33).
  - 1) Teacher will tell students they have to finish their composition today.
  - 2) When their composition is finished, teacher will invite students to work with different partners revising / editing the essay they wrote during the previous lesson.
  - 3) Students will fill out an “All around the world” sheet with the names of the students that are going to be revising their essays. (See students’ instructions for a detailed explanation).
  - 4) Teacher will set the timer for 5 minutes. During that time, students will move around the room looking for 4 different students who will be revising / editing their essays.

- 5) Teacher will tell students they will be meeting 4 times with 4 different students. They will be revising each others' essay for 5 minutes each time. Teacher will use music as a way to tell students their revising / editing time is up.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about how to show and not tell.
- 2) Practicing how to describe objects, animals and people.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me one aspect that you should consider while describing an object, an animal or a person? Who could tell me a good hook to begin an essay like the one we are practicing today? Who could tell me what is the meaning of "Show don't tell"?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Star Wars. (See visual)

☞ Game:

*How many Thumbs???* (circle/passive)

Group should be divided so that they are in small groups of about five or six people. The group lies on their stomach and puts hands in the middle of the circle with fists closed. On the count of three, everyone either sticks one thumb up or two or none, while at the same time they are saying a number. The object of the game is to predict how many thumbs are up!

***Inform students of topic of next lesson.***

"In the next writing lesson, you are going to begin learning about comparing and contrasting."

.....

**4. Assessment:**

#### 4.1. Informal:

4.1.1. *Check for understanding*: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

##### ❖ *Bloom's Taxonomy*:

###### ➤ 1. Knowledge

- ✓ 1. Can you name some of the adjectives you can use when describing an object, a person or an animal?
- ✓ 2. Can you name some of the editing symbols?
- ✓ 3. In what continent is Romania (Europe) / Nepal (Asia) / Peru (South America) / Indonesia (Asia) located?
- ✓ 4. What is the capital of Romania – Bucharest; Nepal – Kathmandu; Peru – Lima; Indonesia – Jakarta?
- ✓ 5. Can you name a point of interest in (1. Dracula's Castle) Romania; (2. The Himalayas) Nepal; (3. Machu Pichu. Cuzco.) Peru; (4. Homo Floresiensis cave.) Indonesia?
- ✓ 6. Who is Bram Stoker?
- ✓ 7. What is another name for Dracula?
- ✓ 8. What is the name of the Island where the Homo Floresiensis was found?
- ✓ 9. What is the height of The Himalayas?

###### ➤ 2. Comprehension

- ✓ 1. Can you provide a definition for what we mean by "Showing not telling"?
- ✓ 2. Can you explain what it means to edit a paper?

###### ➤ 3. Application

- ✓ 1. If you were a teacher, what questions would you ask your students to find out if they have understood the concept of 'Show don't tell' / editing a paper?

###### ➤ 4. Analysis

- ✓ 1. How does the technique of "Show don't tell" make your essays more "alive"?
- ✓ 2. How does editing help you improve your essays?

###### ➤ 5. Synthesis

- ✓ 1. Could you create a song/poem/chart/dance, etc. to talk about the importance of 'Show don't tell / editing'?

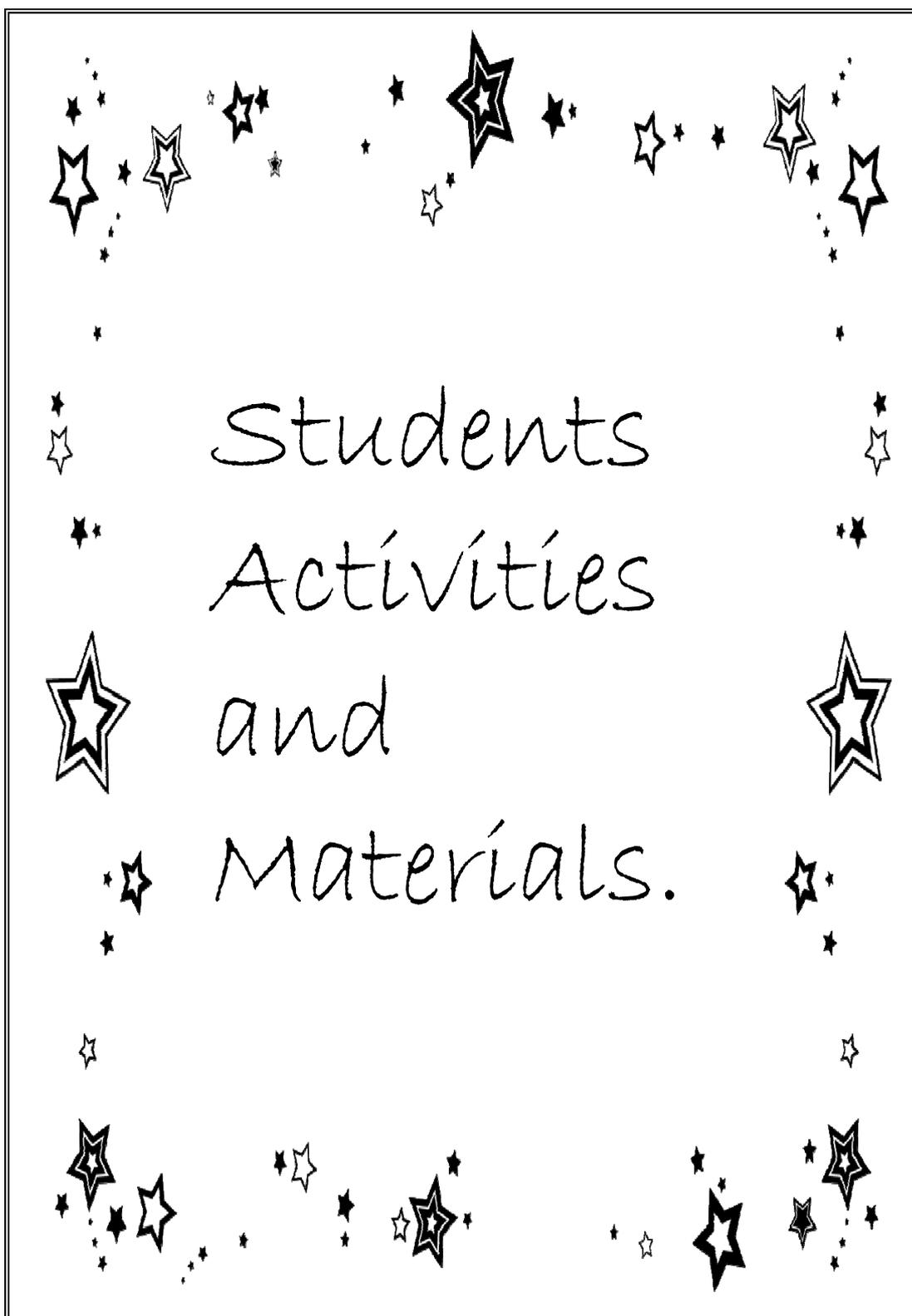
➤ 6. Evaluation

- ✓ 1. Judge the value of giving vivid descriptions instead of just saying the name of a particular object from the very beginning of an essay.

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

- 4.2.3. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).
- 4.2.4. **Essay Rubric.** (Use rubric from lesson 33)



**1. Introductory Activity. Guessing Riddles.**

26. Why don't lobsters share?

They're shellfish.

27. A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds?

Holes

28. Big as a biscuit, deep as a cup, Even a river can't fill it up. What is it?

A kitchen strainer

29. Clara Clatter was born on December 27<sup>th</sup>, yet her birthday is always in the summer. How is this possible?

She lives in the Southern Hemisphere.

30. He has married many women but has never married. Who is he?

A priest

---

31. If a rooster laid a brown egg and a white egg, what kind of chicks would hatch?

None. Roosters don't lay eggs.

---

32. If you have it, you want to share it. If you share it, you don't have it. What is it?

A secret

---

33. You can't keep this until you have given it.

A promise

---

34. Take off my skin, I won't cry, but you will. What am I?

An onion

---

35. What book was once owned by only the wealthy, but now everyone can have it? You can't buy it in a bookstore or take it from the library.

A telephone book

---

---

36. What can go up and come down without moving?

The temperature

---

37. What do you fill with empty hands?

Gloves

---

38. What do you serve that you can't eat?

A tennis ball

---

39. What do you throw out when you want to use it but take in when you don't want to use it?

An anchor

---

40. What goes up and never comes down?

Your age

---

---

41. What has a foot on each side and one in the middle?

A yardstick

---

42. What has to be broken before it can be used?

An egg

---

43. What kind of coat can be put on only when wet?

A coat of paint

---

44. What question can you never answer "yes" to?

"Are you asleep?"

---

45. What's the greatest worldwide use of cowhide?

To hold cows together

---

---

46. Which is correct to say, "The yolk of the egg are white?" or "The yolk of the egg is white?"

Neither, the yolks are yellow.

---

47. A man was found dead out in a field of snow. The only tracks that were left was a set of footprints between two parallel lines. Who should the police be looking for?

A man in a wheelchair.

---

48. Does the law allow a man to marry his widow's sister?

Of course not. If he has a widow then he's dead. And dead people can't get married.

---

49. Why can't a woman, who is now living in Canada, not be buried in the USA?

Because she is still alive!

---

50. What starts with "t", ends with "t" and is full of "t"?

A teapot.

---

**2. Activity: “Revise your partners’ compositions: Write and edit an expository essay about an object, an animal or a person that you really like.”**

1. Read, with your partner, the essay you just finished writing.  
 2. Next, you will revise / edit some of your partner’s essays using the cooperative strategy: *All around the world*: This is how you will use this strategy (Note: Pay attention to the essay rubric when checking your partner’s composition):

- I. Each student will get an “All around the world” sheet. (One sheet per pair of students.)
- II. When teacher invites you to do so, you will move around the room and will fill out the dotted lines with the names of the pair of students you are going to meet with (only one pair of students at a time) in each country.
- III. No repetitions are allowed. Example. If you meet with your partners Yency and Michelle in Bucharest, Romania, you can not meet with them in Kathmandu, Nepal.
- IV. Number your meetings.

2. Once you have your “All Around the World” sheet filled out you will start the activity.

- I. You will meet 4 times. Each of your meetings will last 5 minutes.
- II. The teacher will announce: “Go to meeting number .....”.
- III. Teacher will display the pictures of these countries in 4 different corners of the room. When the teacher says meet with your partner in ..... you will stand up and will work with your partners in that country (location of the room).
- IV. During your meeting time, you will trade papers with your partners. Example: If you are meeting with Brian and Edgar in Lima, Peru, you will give them your composition and they will give you theirs. During those 5 minutes, you have to read their composition and make suggestions as to how to improve it.
- V. You will repeat this process during the four times that you will meet with your partners.

3. Remember that no negative comments are allowed. Always smile when you are talking with a partner. Express your appreciation when somebody writes a good comment about you. Example: say: “Thank you” and “You are welcome”

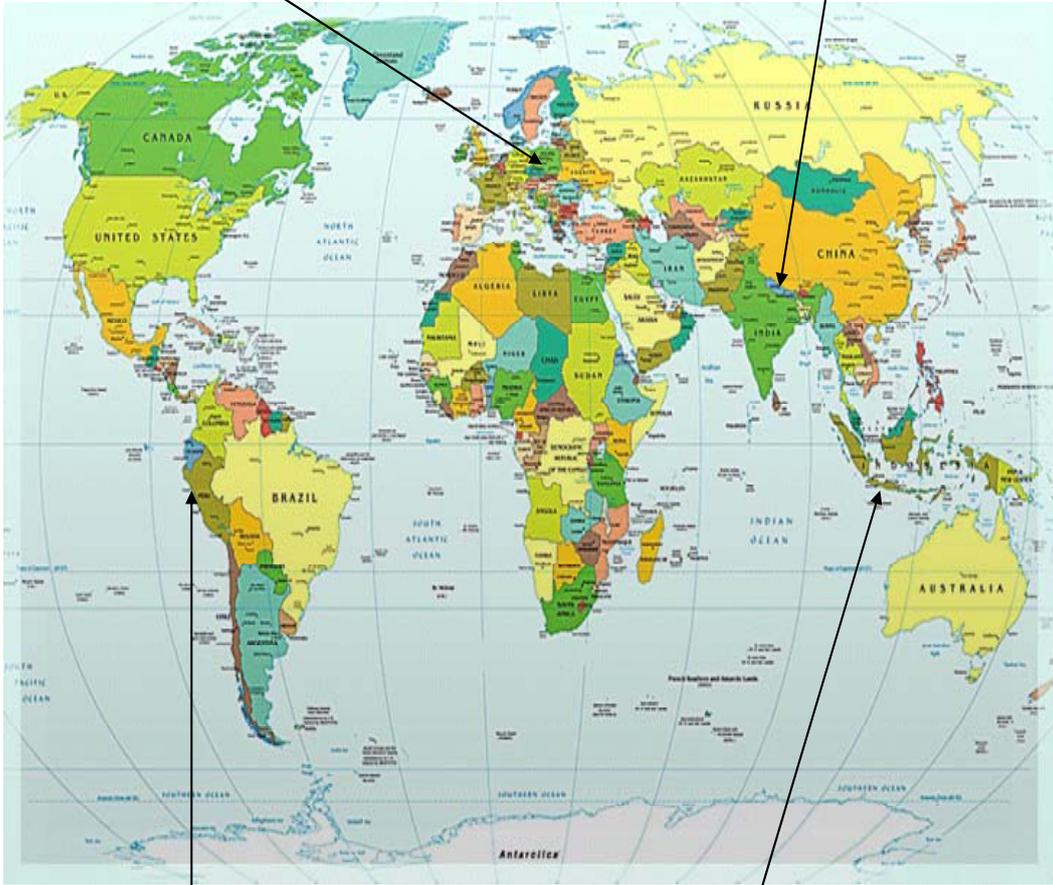
4. The teacher will use music to tell you it is time for you to attend your next meeting.

# ALL AROUND THE WORLD (5)

Meeting in Bucharest, Romania, with.....



Meeting in Kathmandu, Nepal, with.....



Meeting in Lima, Peru, with.....

Meeting in Jakarta, Indonesia, with.....

**Maria Isabel Garcia Garrido**



# MEETING IN EUROPE. BUCHAREST. ROMANIA.

## DRACULA'S CASTLE.

**DRACULA.** Vlad III, Prince of Wallachia, (southern Romania) more commonly known as **Vlad the Impaler (Vlad Țepeș** in Romanian), also known as **Dracula** (1431–1476). Vlad the Impaler is known for the exceedingly cruel punishments he imposed during his reign. Impalement was Vlad's preferred method of torture and execution. The word "dracul" means "the Devil" in modern Romanian but in Vlad's day also meant "dragon". The suffix "-ulea" can be translated as "son of".



**Vlad the Impaler (Dracula).** Portrait and castle above.



**Bram  
Stoker.**  
Author  
of the  
book  
Dracula.  
(1897).

[www.wikipedia.com](http://www.wikipedia.com)

Maria Isabel Garcia Garrido

# MEETING IN ASIA. KATHMANDU. NEPAL.



Maria Isabel Garcia Garrido

# MEETING IN ASIA. KATHMANDU, NEPAL.

## THE HIMALAYAS

The **Himalaya Range** or **Himalayas** for short, meaning "abode of snow", is a mountain range in Asia, separating the Indian subcontinent from the Tibetan Plateau. By extension, it is also the name of a massive mountain system that includes the Karakoram, the Hindu Kush, and other lesser ranges.

The Himalayan mountain system is the planet's highest and home to the world's highest peaks, the Eight-thousanders (8,000 ft. above sea level), which include **Mount Everest** and **K2**.



 [www.wikipedia.com](http://www.wikipedia.com)

*Maria Isabel Garcia Garrido*

# MEETING IN SOUTH AMERICA. LIMA. PERU.

South America



Maria Isabel Garcia Garrido

# MEETING IN SOUTH AMERICA. LIMA, PERU.

## Then visiting Machu Picchu (east of Lima in central Peru)

**Machu Picchu**, meaning "Old Peak"; is a pre-Columbian Inca site located 2,430 metres (8,000 ft) above sea level. It is situated on a mountain ridge above the Urubamba Valley in Peru, which is 80 kilometres (50 mi) northwest of Cuzco and through which the Urubamba River flows. Often referred to as "*The Lost City of the Incas*", Machu Picchu is one of the most familiar symbols of the Inca Empire.



[www.wikipedia.com](http://www.wikipedia.com)

Maria Isabel Garcia Garrido

# MEETING IN ASIA. KATHMANDU. NEPAL.



Maria Isabel Garcia Garrido

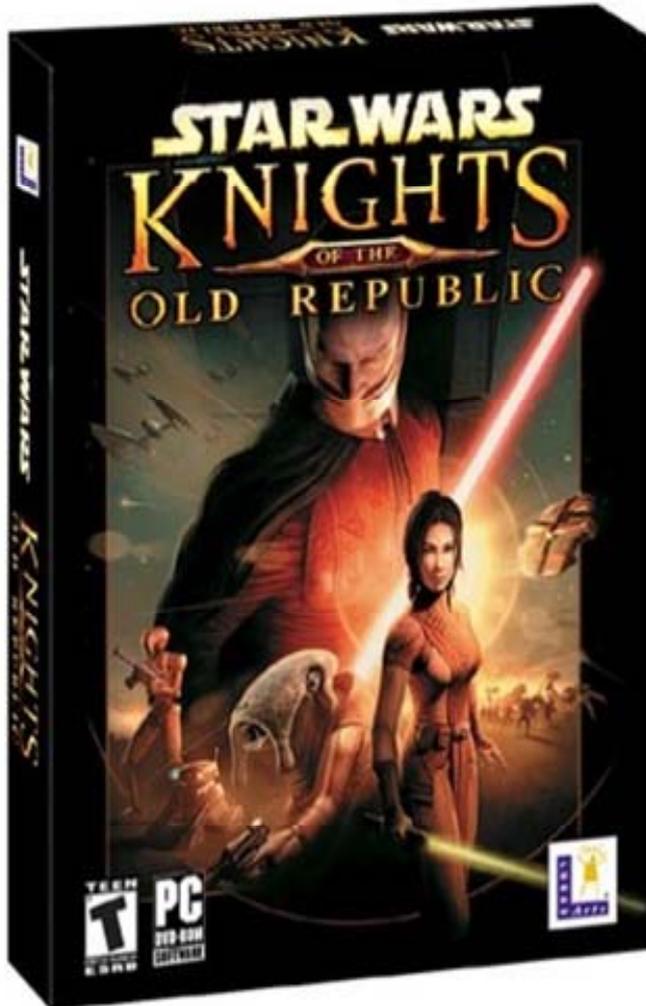
# MEETING IN SOUTH ASIA – OCEANIA. JAKARTA, INDONESIA. THEN GOING TO FLORES (IN THE SOUTH)

*Homo floresiensis* ("Man of Flores", nicknamed *Hobbit*) is a possible species in the genus *Homo*, remarkable for its small body and brain and for its survival until relatively recent times. It was named after the Indonesian island of Flores on which the remains were found. One largely complete sub-fossil skeleton (named LB1, because it was the first specimen found in the Liang Bua cave), dated at 18,000 years old, were discovered in deposits in Liang Bua Cave on Flores in 2003.



[www.wikipedia.com](http://www.wikipedia.com)

Maria Isabel Garcia Garrido

**Interesting Fact. Star Wars.**

**Star Wars: Knights of the Old Republic (KotOR)** is a role-playing game developed by BioWare and published by LucasArts. It was released for the Xbox on July 15, 2003, for Microsoft Windows on November 19, 2003, and later for Mac OS X. *KotOR* is the first computer role-playing game set in the *Star Wars* universe. The sequel, *Star Wars: Knights of the Old Republic II The Sith Lords*, was developed by Obsidian Entertainment at BioWare's suggestion as BioWare wanted to focus on their own intellectual properties.

**Star Wars.**

In the video game, *Star Wars: Knights of the Old Republic*, the player character can become trapped inside of a Rakatan mind trap in which he or she must engage in a riddle game with the trap's prisoner to escape safely.

MARIA ISABEL GARCIA GARRIDO





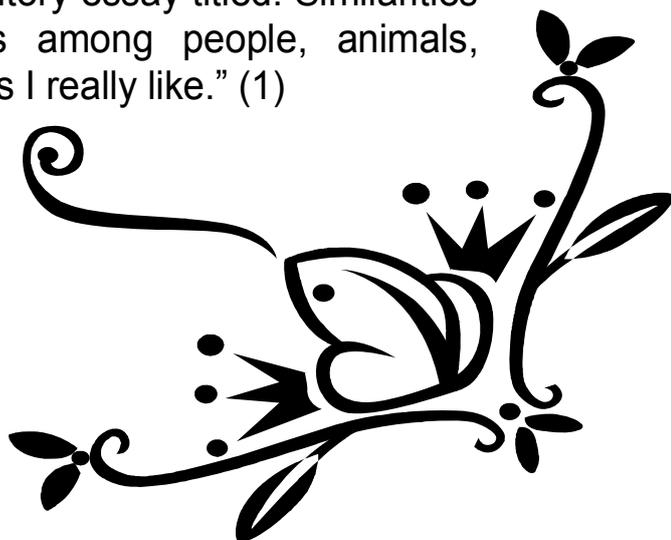
## LESSON NUMBER: 36

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Compare and Contrast (1): Compare and contrast: people, animals, objects or places that you really like (1).

➤ **CONTEXT:**

“Write an expository essay titled: Similarities and differences among people, animals, objects or places I really like.” (1)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Compare and Contrast (1).

Compare and contrast: people, animals, objects or places that you really like. (1)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: Similarities and differences among people, animals, objects or places that I really like.”(1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 36

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to understand the concept of comparison and contrast.

### **1.2. Language Objectives:**

- Students will be able to use descriptive adjectives to compare and contrast different people, places, objects and animals.

## LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting)

.....

## **2. STRATEGIES:** 1. Cooperative strategies: 1.1. Pairs Compare; 1.2. Rally Robin Reading; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

### **3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ **Review of previous lesson:**

- ✓ **Review Questions:** Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one element that you should consider while describing animals, objects and people?; Can you name some connectors?; What is a hook?; What is editing?)
- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** “Find the differences.”

☞ **Cooperative Strategies:** Pairs Compare

☞ **Description:** Teacher will make it interesting by:

- Inviting students to play a game in which they will find the differences among different pictures. The whole class will participate. Students will be playing in groups using the cooperative strategy Pairs Compare. The procedure will be:
  - 1) Teacher will distribute the pages titled: “Find 6 differences among these 3 pictures.” (1-4)
  - 2) Students will be working in pairs finding those differences.
  - 3) Teacher will tell students they have only 2 minutes per page (a total of 8 minutes for the 4 pages) to find all the differences among the pictures. Teacher will use music to signal the time.
  - 4) When finished, students will compare with their partners using the cooperative strategy Pairs Compare.

Pairs Compare

1. Teacher provides topic or question. (In this case, find 6 differences among these 3 pictures.)
2. With their shoulder partners, students Rally Table ideas or answers.
3. Teacher calls time.
4. Pairs pair up with another pair.
5. Partner A in Pair One shares; Partner A in Pair Two adds the item to the list, or if it is already listed, checks it off.
6. Partner B in Pair One shares; Partner B in Pair Two adds or checks off the item.
7. Partner A in Pair Two shares; Partner A in Pair One adds or checks off item.
8. Partner B in Pair Two shares; Partner B in Pair One adds or checks off them.
9. Steps 5 through 8 are repeated until all items are shared.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to begin learning how to compare and contrast. A *COMPARISON* or *CONTRAST* essay is an essay in which you either tell how two subjects are similar (COMPARISON) or show how two subjects are different (CONTRAST). There are two main formats for comparing and contrasting: 1) Block Arrangement of ideas and 2) Point by point or alternating arrangement of ideas”. Teacher will explain this information in detail using the transparencies titled: “Expository Essay. Comparing and Contrast.” (See transparencies).

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to think about ways you can compare and contrast different people, objects, animals and places”.

☞ A.3. Why is this important?

“It is important because by comparing and contrasting you learn to observe and analyze details that provide precise information, about a particular element, that otherwise you may have not considered.”

☞ A.4. What are the students going to do?

“Today you are going to be comparing and contrasting people, objects, animals, places (you don’t need to do all of them; just pick one).”

**B. Teacher will model the activities.**

First, teacher will use the transparencies titled “*Comparing and Contrasting. Examples of elements and points to be compared and contrasted. (1 and 2)*” to model how to select the elements that are going to be compared among some elements.

Second, teacher will use the compare and contrast connectors’ transparencies to model how to link sentences using these types of connectors.

**C. Students Practice.**

☞ **Activity:** “Write an expository essay titled: *Similarities and differences among objects, animals or people that I really like*”. (Part 1. Fill out your graphic organizer.)

🌀 **Cooperative Strategies:** Rally Robin Reading.

🌀 **Description:** (For more details see students' directions)

- 1) Teacher will invite students to work with a partner, using the cooperative strategy Rally Robin Reading, reading the information that appears on the Compare and Contrast transparencies (Expository Essay. Compare and Contrast).
- 2) Teacher will also remind students they have to use connectors while joining their sentences.
- 3) As for today's lesson, they will have to select the model they want to use (There are two models: 1) Block arrangement of ideas; 2) Alternating arrangement of ideas. See below) and fill out the corresponding graphic organizer.

### **3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about comparing and contrasting.
- 2) We have been practicing how to select the points that are going to be used to compare and contrast different elements.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me what is the meaning of comparing two different elements? What about contrasting two different elements? Once that you have selected the elements that you are going to compare and contrast, what do you have to do next? (Answer: Determine what the points are that are going to be used to compare or contrast them.)

***C. Add a closing story or interesting fact.***

🌀 Closing Story: Joke. (See visual)

🌀 Game:

*Keep it up* (cooperative/circle/moderate)

Equipment: ball

Players start in a circle with their feet towards the middle. A ball is put in the center and the players have to keep the ball up in the air with their feet. If the ball is dropped, it is a point against them.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning about comparing and contrasting.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you name one of the types of compare and contrast formats that you learned today?

➤ 2. Comprehension

- ✓ 1. Can you explain, using your own words, what compare and contrast is?

➤ 3. Application

- ✓ 1. Can you name one element and one point that you would consider while comparing two people, objects, animals, places, etc?

➤ 4. Analysis

- ✓ 1. How does using a graphic organizer, like the ones we have seen today, help you organize your thoughts?
- ✓ 2. How do these formats you have seen today help you compare and contrast different things?

➤ 5. Synthesis

- ✓ 1. Could you devise a format of your own to compose a compare and contrast essay?

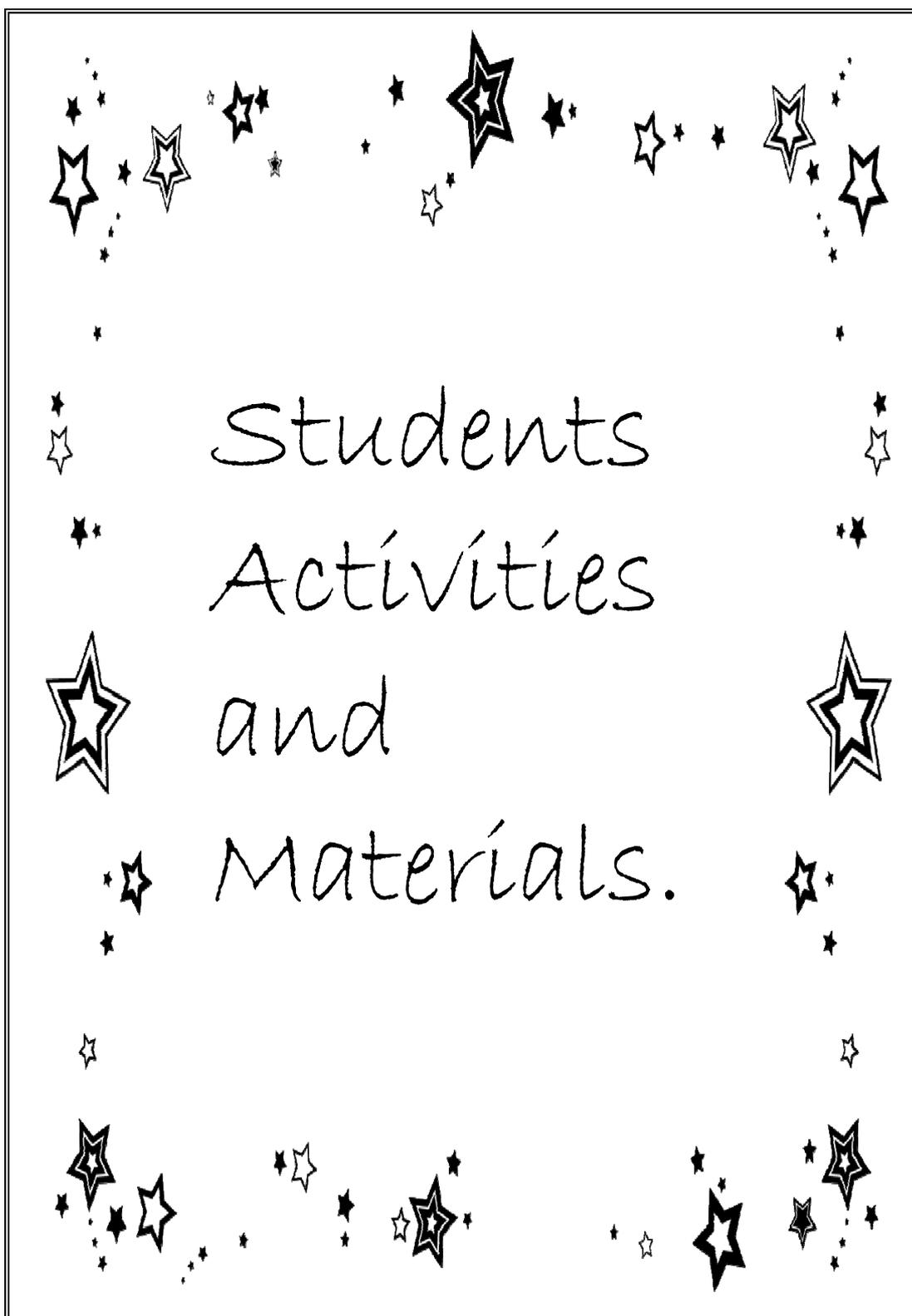
➤ 6. Evaluation

- ✓ 1. Judge the value of comparing and contrasting. Do you think it helps you in any possible way?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

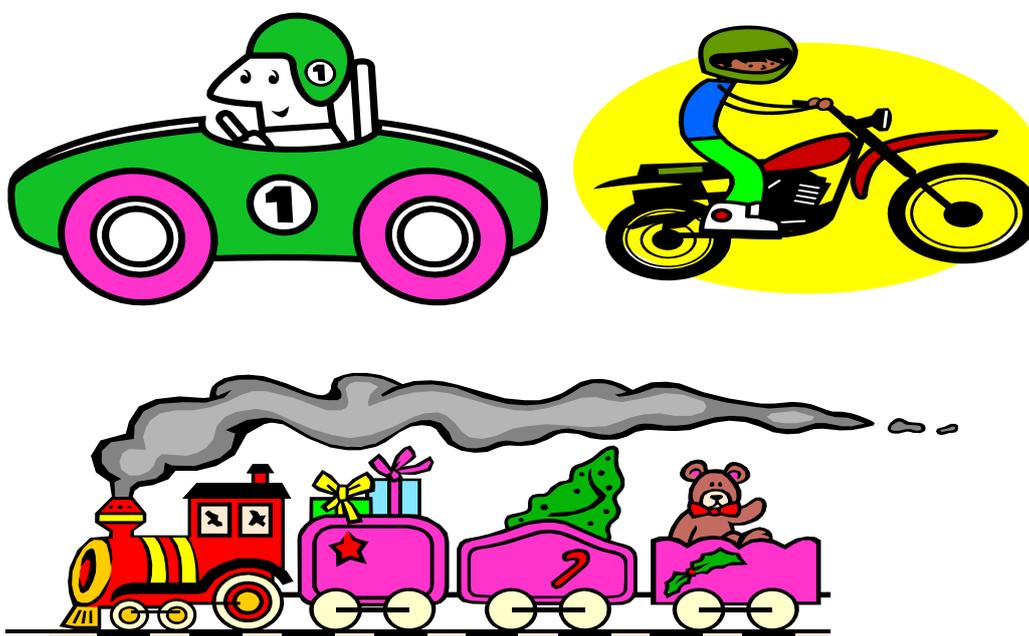
4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

## 1. Introductory Activity.

Find 6 differences among these 3 pictures. (1)



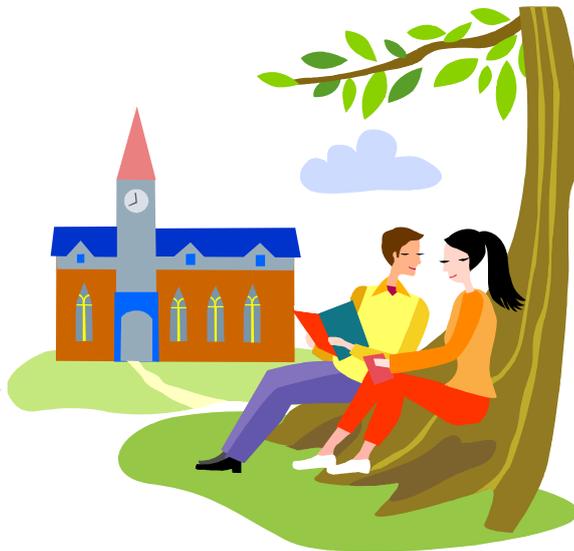
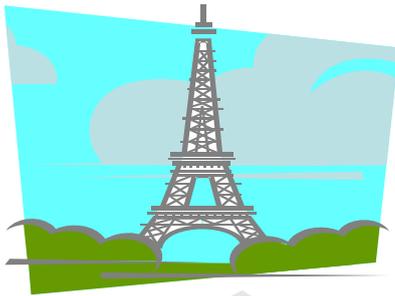
Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (2)



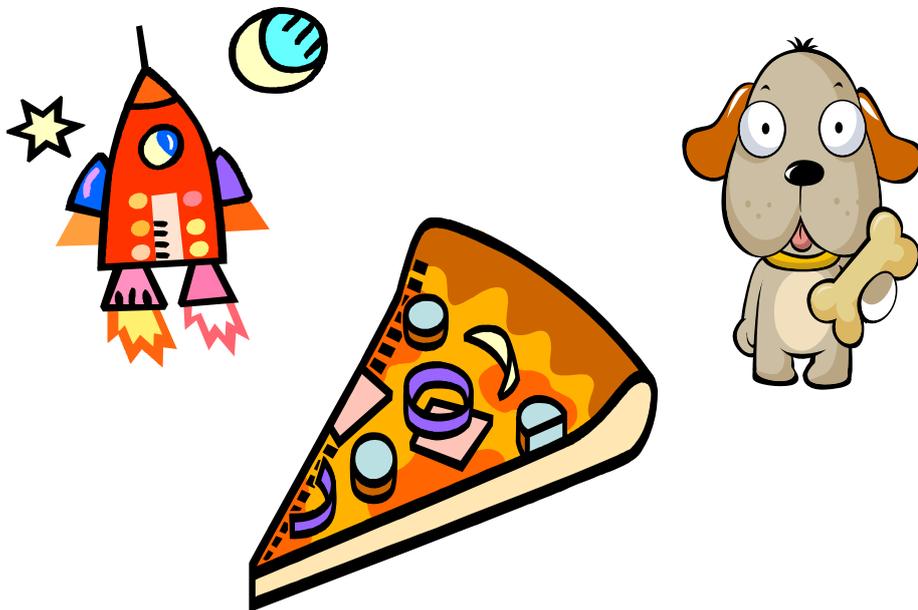
Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (3)



Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (4)



Maria Isabel Garcia Garrido.

Transparencies for the definition of terms to be learned.

# EXPOSITORY ESSAY.

## 2. COMPARISON AND CONTRAST. (1)

### 1) Definition, uses and types.



**1. DEFINITION**

A **COMPARISON** or **CONTRAST** essay is an essay in which you either tell how two subjects are similar (**COMPARISON**) or show how two subjects are different (**CONTRAST**).

**2. IDENTIFY SIMILARITIES AND DIFFERENCES.**

2.1. Identify and name the elements you want to compare or contrast.

2.2. Figure out how they are similar and how they are different. You will need to find at least three points for comparison / contrast.

2.3. Write detailed characteristics for each point.

Example:

2.3.1. Elements to compare: mom, dad, grandpa.

2.3.2. Points of comparison: activities, look, character.

**3. TYPES**

In this section, two classic organizational patterns of a comparison or contrast essay will be discussed.

**1. BLOCK ARRANGEMENT** of ideas.

**2. POINT-BY-POINT OR ALTERNATING ARRANGEMENT** OF IDEAS

Y 	N 

# EXPOSITORY ESSAY.

## 2. COMPARISON AND CONTRAST. (2)

### 2.1.) Types: Block Arrangement of ideas (1)



#### 1. STRUCTURE

- **Introductory Paragraph**
- **Paragraph 1**— Talk about element 1 using all the points of comparison.
- **Paragraph 2** – Talk about element 2 using all the points of comparison.
- **Conclusion**



**THE INTRODUCTORY PARAGRAPH:** here you will include:

1. The hook.
2. A brief outline of the two elements/objects/etc. you are going to talk about. Ex. Visiting Chicago and Miami.



**PARAGRAPH 1.** Talk about your first topic. Ex: Visiting Chicago.

Example:

- 2.3.1. **Element to compare:** Chicago.
- 2.3.2. **Points of comparison:** Location, weather, activities.



**PARAGRAPH 2.** Talk about your second topic. Ex: Visiting Miami. You will talk exactly about the same things you talked in paragraph 1 but this time talking about Miami.

Example:

- 2.3.1. **Element to compare:** Miami.
- 2.3.2. **Points of comparison:** Location, weather, activities.



MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY.

## 2. COMPARISON AND CONTRAST. (3)

### 2.1.) Types: Block Arrangement of ideas (2)



swimming



Skiing



Ride a bike



Go for a walk

#### 1. STRUCTURE (continued)

**CONCLUSION.** Here you have to:

1. Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1 and 2.
2. Do not forget to add a sentence that catches the attention of the reader (similar to the beginning hook).

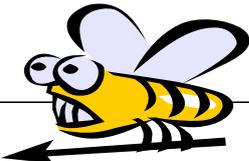


MARIA ISABEL GARCIA GARRIDO

# EXPOSITORY ESSAY.

## 2. COMPARISON AND CONTRAST. (4)

### 2.2.) Types: Point by Point or Alternating Arrangement of ideas.(1)



#### 1.STRUCTURE

- Introductory Paragraph
- Paragraph 1 –Point of comparison 1. Ex. Activities.
- Paragraph 2 – Point of comparison 2. Ex. Look / Appearance.
- Paragraph 3 – Point of comparison 3. Ex. Character.
- Conclusion



Squinty eyes



Cross-eyed



Goatee

**THE INTRODUCTORY PARAGRAPH:** here you will include:

1. The hook.
2. A brief outline of the two elements/objects/etc. you are going to talk about. Cite the elements that you are going to be talking about.

- 2.3.1. Elements to compare: Ex. Mom, dad, grandma.
- 2.3.2. Points of comparison: Ex. Activities, look / appearance, character.

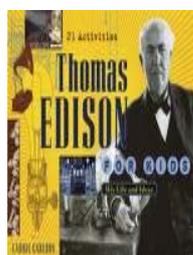
**PARAGRAPH 1.** Point of comparison 1: Ex. "Activities" you can do with your mom, dad and grandma.

**PARAGRAPH 2.** Point of comparison 2: Ex. "Look / appearance" . How does your mom, dad and grandma look like?

# EXPOSITORY ESSAY.

## 2. COMPARISON AND CONTRAST. (5)

### 2.2.) Types: Point by Point or Alternating Arrangement of ideas.(2)



**Thomas Edison:**  
shy



**Ashton Kutcher:**  
extroverted



**Angelina Jolie:**  
sensitive

#### 1. STRUCTURE (continued)

**PARAGRAPH 3.** Point of comparison 3. Ex. Character. Talk about the differences in character among your mom, dad and grandma.

**CONCLUSION.** Here you have to:

1. Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1, 2 and 3.
2. Do not forget to add a sentence that catches the attention of the reader (similar to the beginning hook).



MARIA ISABEL GARCIA GARRIDO

**Modeling Transparencies.****Comparing and Contrasting. Examples of elements and points to be compared and contrasted. (1)****1. People**

<b>POINTS</b>	<b>ELEMENTS TO BE COMPARED</b>		
	MOM	DAD	GRANDMA
ACTIVITIES			
LOOK / APPEARANCE			
CHARACTER			

**2. Animals**

<b>POINTS</b>	<b>ELEMENTS TO BE COMPARED</b>		
	GOAT	SHARK	SNAKE
SIZE			
HABITAT			
BODY PARTS			

MARIA ISABEL GARCIA GARRIDO

**Comparing and Contrasting. Examples of elements and points to be compared and contrasted. (2)**

**3. Objects**

POINTS	ELEMENTS TO BE COMPARED		
	BIKE	CAR	MOTORCYCLE
PARTS			
SIZE			
MATERIAL			

**4. Places**

POINTS	ELEMENTS TO BE COMPARED		
	CHICAGO	MIAMI	NEW YORK
WEATHER			
ACTIVITIES			
LOCATION			

MARIA ISABEL GARCIA GARRIDO

**Activity: “Write an expository essay titled: Similarities and differences among objects, animals or people that I really like”. (Part 1. Fill out your graphic organizer.)**

<p><b>EXPOSITORY ESSAY.</b>  <b>2. COMPARISON AND CONTRAST.</b>  <b>2.1.) Type: Block Arrangement of ideas (1).</b></p>
<p><b>Name:</b>.....</p>
<p><b>1. STRUCTURE</b></p> <ul style="list-style-type: none"> <li>- <b>Introductory Paragraph</b></li> <li>- <b>Paragraph 1</b>— Talk about element 1 using all the points of comparison.</li> <li>- <b>Paragraph 2</b> – Talk about element 2 using all the points of comparison.</li> <li>- <b>Conclusion</b></li> </ul> <p><b><u>THE INTRODUCTORY PARAGRAPH:</u></b> here you will include:</p> <ol style="list-style-type: none"> <li>1. The hook.</li> <li>2. A brief outline of the two elements/objects/etc. you are going to talk about. You should mention the elements you are going to use for your comparison.</li> </ol> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b><u>PARAGRAPH 1.</u></b> Talk about your first topic. Ex: Visiting Chicago.</p> <p>Example:</p> <p>**** <u>First Topic:</u> Visiting Chicago.</p> <p>2.3.1. <u>Element to compare:</u> Chicago.</p> <p>2.3.2. <u>Points of comparison:</u> Location, weather, activities.</p> <p>**** <b>DESCRIBE:</b> (Here you have to talk about all these points of comparison. Ask yourself: How is the weather in Chicago? What are the activities I can do in Chicago? Where is Chicago located? Answer all the questions. Give plenty of details.)</p> <p>Write yours here:</p> <p>*****<u>First Topic:</u> .....</p> <p>2.3.1. <u>Element to compare:</u> .....</p> <p>2.3.2. <u>Points of comparison:</u>.....</p> <p>.....</p> <p style="text-align: right;"><b>MARIA ISABEL GARCIA GARRIDO</b></p>

EXPOSITORY ESSAY.  
2. COMPARISON AND CONTRAST.  
2.1.) Type: Block Arrangement of ideas (2).

Name:.....

**PARAGRAPH 2.** Talk about your second topic. Ex: Visiting Miami. You will talk exactly about the same things you talked in paragraph 1 but this time talking about Miami.

Example:

\*\*\*\* Second Topic: Visiting Miami.

2.3.1. Element to compare: Miami.

2.3.2. Points of comparison: Location, weather, activities.

\*\*\*\* DESCRIBE: (Here you have to talk about all these points of comparison. Ask yourself: How is the weather in Miami? What are the activities I can do in Miami? Where is Miami located? Answer all the questions. Give plenty of details.)

Write yours here:

\*\*\*\*Second Topic: .....

2.3.1. Element to compare: .....

2.3.2. Points of comparison:.....

**CONCLUSION.** Here you have to:

Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1 and 2.

Write yours here: (Do it briefly. You can enlarge it when writing your essay).

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.1.) Type: Block Arrangement of ideas (3).**

**Name:**.....

2. Do not forget to add a sentence that catches the attention of the reader (similar to the beginning hook). (Do it briefly. You can enlarge it when writing your essay).

Write yours here:

.....  
.....  
.....  
.....  
.....

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.2.) Type: Point by Point or Alternating Arrangement of ideas (4).**

**Name:**.....

**1.STRUCTURE**

**-Introductory Paragraph**

- Paragraph 1** –Point of comparison 1. **Ex. Activities.**
- Paragraph 2** – Point of comparison 2. **Ex. Look / Appearance.**
- Paragraph 3** – Point of comparison 3. **Ex. Character.**
- Conclusion**

**THE INTRODUCTORY PARAGRAPH:** here you will include:

1. The hook.
2. A brief outline of the two elements/objects/etc. you are going to talk about. Cite the elements that you are going to be talking about.

.....

.....

.....

.....

.....

Example:

- 2.3.1. Elements to compare: Mom, dad, grandma.
- 2.3.2. Points of comparison: Activities, look/appearance, character.

Write yours here:

.....

.....

.....

.....

.....

**MARIA ISABEL GARCIA GARRIDO**

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.2.) Type: Point by Point or Alternating Arrangement of ideas (5).**

**Name:**.....

**PARAGRAPH 1.** Point of comparison 1: Ex. "Activities". Think about the activities that you do with your mom, dad and grandpa. All these ideas go in the same paragraph. Use connectors to link your sentences.

(Ex. To begin with , with) .....

.....  
.....  
.....

(Ex. On the other hand, with).....

.....  
.....  
.....

(Ex. Finally, with my) ..

.....  
.....  
.....

**PARAGRAPH 2.** Point of comparison 2: Ex. "Look / Appearance". Think about the activities that you do with your mom, dad and grandpa. All these ideas go in the same paragraph. Use connectors to link your sentences.

(Ex. Let's talk about .....first.) (Use a personal pronoun – HE , SHE , IT - or his/her name to write something different from what you wrote at the beginning of the sentence).

.....  
.....  
.....

**MARIA ISABEL GARCIA GARRIDO**

**EXPOSITORY ESSAY.**

**2. COMPARISON AND CONTRAST.**

**2.2.) Type: Point by Point or Alternating Arrangement of ideas (7).**

**Name:**.....

**PARAGRAPH 2.** Point of comparison 2: Ex. "Look / Appearance". Think about the activities that you do with your mom, dad and grandpa. All these ideas go in the same paragraph. Use connectors to link your sentences. (CONTINUED)

(Ex. Now, I'll tell you about).....

..... I (Use a personal pronoun – HE, SHE, IT - or his/her name to write something different from what you wrote at the beginning of the sentence).

(Ex. And, at last but not least, you will find out about).....

**PARAGRAPH 3.** Point of comparison 1: Ex. "Character". Think about the activities that you do with your mom, dad and grandpa. All these ideas go in the same paragraph. Use connectors to link your sentences.

(Ex. To start with , with) .....

**MARIA ISABEL GARCIA GARRIDO**

**EXPOSITORY ESSAY.**

**2. COMPARISON AND CONTRAST.**

**2.2.) Type: Point by Point or Alternating Arrangement of ideas (8).**

**Name:**.....

**PARAGRAPH 3.** Point of comparison 1: Ex. "Character". Think about the activities that you do with your mom, dad and grandpa. All these ideas go in the same paragraph. Use connectors to link your sentences. (Continued)

(Ex. To start with , with) .....

.....  
.....

(Ex. Just as, ).....

.....  
.....

(Ex. Simalarly to, differently from) .. ..

.....  
.....

**CONCLUSION.** Here you have to:

Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1, 2 and 3

Write yours here: (Do it briefly. You can enlarge it when writing your essay).

.....  
.....  
.....  
.....  
.....

**MARIA ISABEL GARCIA GARRIDO**

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.2.) Type: Point by Point or Alternating Arrangement of ideas (9).**

**Name:**.....

**CONCLUSION.** Here you have to: (continued)

Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1, 2 and 3  
Write yours here: (Do it briefly. You can enlarge it when writing your essay).

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. Do not forget to add a sentence that catches the attention of the reader (similar to the beginning hook). (Do it briefly. You can enlarge it when writing your essay).

Write yours here:

.....  
.....  
.....  
.....

**MARIA ISABEL GARCIA GARRIDO**

## Compare and Contrast Connectors.

CONNECTORS. Compare and Contrast. (1)	
CONTRAST	
1. ALTHOUGH	She'll be coming tonight, <b><i>although</i></b> I don't know exactly when.
2. DESPITE THE FACT THAT	She walked home by herself, <b><i>despite the fact</i></b> she knew that it was dangerous.
3. HOWEVER	This is one possible solution to the problem. <b><i>However</i></b> , there are others.
4. IN SPITE OF	I still enjoyed the week <b><i>in spite of</i></b> the weather.
5. NEVERTHELESS	I knew a lot about the subject already, but her talk was interesting <b><i>nevertheless</i></b> .
6. NONETHELESS	There are serious problems in our country. <b><i>Nonetheless</i></b> , we feel this is a good time to return.
7. ON THE ONE HAND.....ON THE OTHER HAND	On the one hand I'd like a job which pays more, but on the other hand I enjoy the work I'm doing at the moment.
<b>Maria Isabel Garcia Garrido</b>	

# CONNECTORS.

## Compare and Contrast. (2)

### CONTRAST -- continued

#### 7. WHEREAS

You eat a massive plate of food for lunch, **whereas** I have just a sandwich.

### COMPARE

#### 1. AND...TOO

Eating too much can make you put on weight **and** can be harmful to your health **too**.

#### 2. JUST AS

**Just as** cheating on a test can get you on trouble it will be bad for you because you will not learn.

#### 3. LIKE

**Like** I said (= As I have already said), I love to wear perfume.

#### 4. IN COMPARISON

**In comparison**, math and science can be equally hard or easy depending on how much you like what you are learning.

#### 5. SIMILARLY / SIMILAR TO

Cars must stop at red traffic lights: **similarly** (= in a similar way), bicycles should stop too.

Maria Isabel Garcia Garrido

**Closing Story. Joke.****COMPARING 3 DIFFERENT WATCHES.**

There were three men on a hill with their watches.

The first man threw his watch down the hill and it broke.

The second man threw his watch down the hill and it broke.

The third man threw his watch down the hill, walked all the way to the bottom, and caught it.

The other two men were puzzled and asked the third man how he did it.

The third man said, "Easy. My watch is 5 minutes slow!"





## LESSON NUMBER: 37

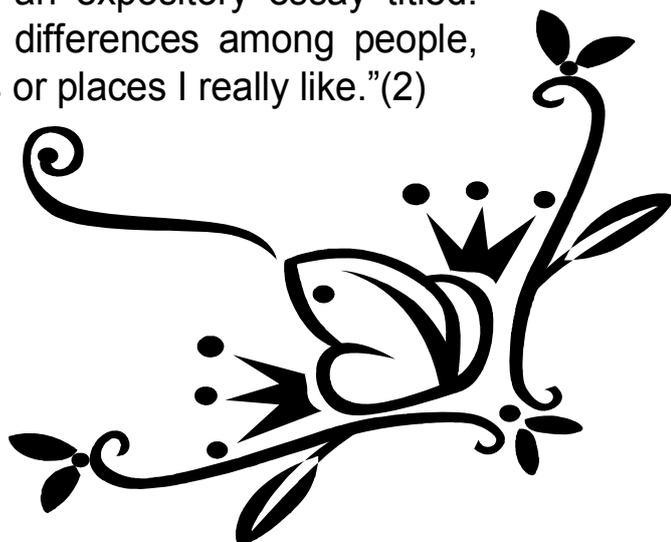
➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.

Compare and Contrast (2): Compare and contrast: people, animals, objects or places that you really like (2).

➤ **CONTEXT:**

“Write and edit an expository essay titled: Similarities and differences among people, animals, objects or places I really like.”(2)





**TOPIC OF THE LESSON:** Learn about Expository Writing. Compare and Contrast (2).

Compare and contrast: people, animals, objects or places that you really like. (2)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write an expository essay titled: Similarities and differences among people, animals, objects or places that I really like.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.

**LESSON NUMBER:** 37

.....

### 1. OBJECTIVES:

#### 1.1. Content Objectives:

- Same of previous lesson and also:

- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

#### 1.2. Language Objectives:

- Same of previous lesson and also:

### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

### 2. STRATEGIES:

1. Cooperative strategies: 1.1. Pairs Compare; 1.2. Rally Robin Reading; 2. Modeling; 3. Independent practice.

.....

### 3. ACTIVITIES:

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ *Review of previous lesson:*

✓ *Review Questions:* Ask questions using Bloom’s Taxonomy. (Ex. Teacher will ask questions such as: “Who could tell me one of the two formats that can be used in order to compose a compare and contrast essay?”)

✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Find the differences.” (2)

☞ *Cooperative Strategies:* Pairs Compare

☞ *Description:* (Same of previous lesson but with different pictures. 5-9)

**3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.** (Same of previous lesson.)

☞ A.1. Definition of the terms to be learned:

(Same of previous lesson.)

“Today we are going to continue learning how to compare and contrast. A *COMPARISON* or *CONTRAST* essay is an essay in which you either tell how two subjects are similar (*COMPARISON*) or show how two subjects are different (*CONTRAST*). There are two main formats for comparing and contrasting: 1) Block Arrangement of ideas and 2) Point by point or alternating arrangement of ideas”. Teacher will revise this information in detail using the transparencies titled: “Expository Essay. Comparing and Contrast.” (See transparencies).

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson.)

“At the end of this lesson you will be able to think about ways you can compare and contrast different people, objects, animals and places”.

☞ A.3. Why is this important?

(Same of previous lesson.)

“It is important because by comparing and contrasting you learn to observe and analyze details that provide precise information, about a particular element, that otherwise you may have not considered.”

☞ A.4. What are the students going to do?

“Today you are going to use the information you gathered during the previous lesson in your graphic organizer and will compose your essay.”

***B. Teacher will model the activities.***

Teacher will invite one of the students to give him/her the graphic organizer they filled out during the previous lesson. Teacher will make a transparency of it. Teacher will invite students to give him/her ideas about a hook and different paragraphs that could be composed using the information that appears on that graphic organizer. As a whole group, teacher and students, they will write a short essay that will be used as a future model for their compositions.

***C. Students Practice.***

☞ **Activity:** “Write an expository essay titled: *Similarities and differences among objects, animals or people that I really like*”. (Part 2. Use the information that you gathered in your graphic organizer to compose your composition.)

☞ **Cooperative Strategies:** *Rally Robin Reading*.

☞ **Description:** (For more details see students’ directions)

- 1) Teacher will invite students to work with a partner, using the cooperative strategy *Rally Robin Reading*, re-reading the information that appears on the Compare and Contrast transparencies (Expository Essay. Compare and Contrast).
- 2) Teacher will also remind students they have to use connectors while joining their sentences. Teacher will invite students to re-read the information about connectors from the previous lesson.
- 3) As for today’s lesson, they will have to write a composition using the information they gathered in their graphic organizer.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been:

- 1) Learning about comparing and contrasting.
- 2) We have been practicing how to write a composition using the information they gathered in their graphic organizer.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

(Same of previous lesson)

Who could tell me what is the meaning of comparing two different elements? What about contrasting two different elements? Once that you have selected the elements that you are going to compare and contrast, what do you have to do next? (Answer: Determine what the points are that are going to be used to compare or contrast them.)

***C. Add a closing story or interesting fact.***

☞ Closing Story: Joke.

☞ Game:

*Lemonade (active/drama)*

The group is divided into two teams. Team A: Actors, Team B: Guessers. Actors decide on a geographical location and a related occupation. Dialogue between A and B:  
A: Here we come. B: Where from? A: From New Airlines. B: What's your name?  
A: Lemonade. B: What's your trade? A: Goes like this.

At this point group A acts out their occupation. Group B is given 3 tries to guess. If the guess is correct, group A must run to a safety line without being touched by a group B player. If all 3 guesses are wrong group B must run to a safety line without being touched. Any player touched must switch teams.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to begin learning about how to become a super successful person by setting 3 short term goals.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ **Bloom's Taxonomy:** (Same one of previous lesson)

➤ 1. Knowledge

- ✓ 1. Can you name one of the types of compare and contrast formats that you reviewed today?

➤ 2. Comprehension

- ✓ 1. Can you explain, using your own words, what compare and contrast is?

➤ 3. Application

- ✓ 1. Think about two different people, places, animals or objects that you would like to compare or contrast. Can you state a sentence that you would use to compare or contrast them?

➤ 4. Analysis

- ✓ 1. How does comparing or contrasting 2 different elements through writing help you see the differences and similarities between them?

➤ 5. Synthesis

- ✓ 1. Could you create a song/chart/poem/etc about the steps that have to be taken while comparing and contrasting?

➤ 6. Evaluation

- ✓ 1. Are you a person that compares and contrast things? Before you give an answer, think about the following situation. Ex. Have you ever gone shopping? Did you just go to one store or did you go to different places to see where the best deal was? Did you write down any type of information in case you could forget about it? If so, do you think comparing and contrasting things, and writing about it, is helpful?

4.1.3. ***Student self assessment using Multiple Intelligences Theory.***

4.2. Formal:

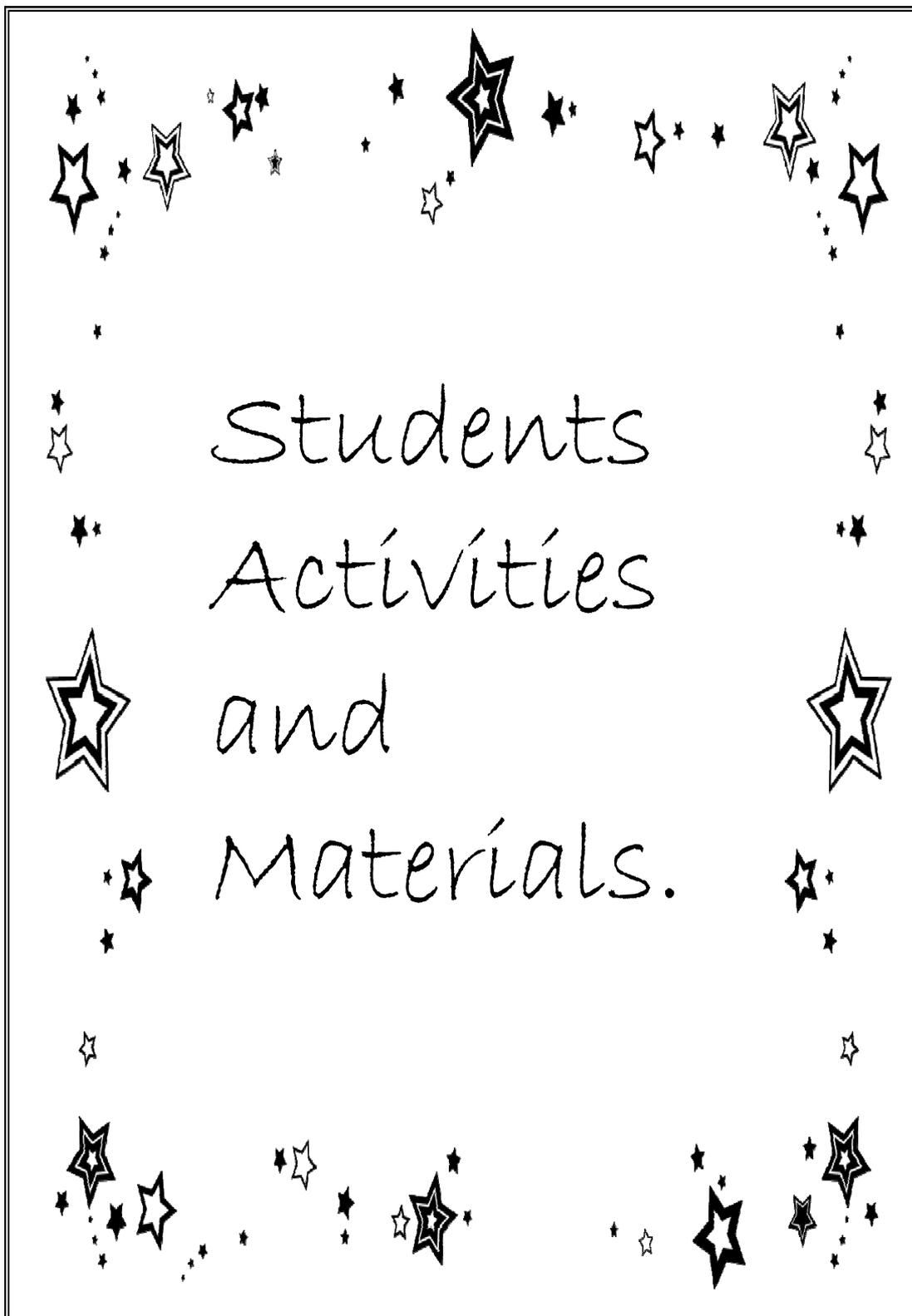
4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric.** (See below rubric prepared for this lesson)

**Compare and Contrast Writing Rubric.****Title:** .....**Name:** .....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>INTRODUCTORY PARAGRAPH</b> (HOOK + SHORT DESCRIPTION OF THE ELEMENTS / POINTS TO BE COMPARED) * See hook below.	The elements/points to be compared are present and shortly described. There are no spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are no spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are 1-2 spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are 3-4 spelling mistakes. There is right word order.	The elements/points to be compared are present and 2 are not shortly described. There are 3-4 spelling mistakes. There is not right word order.
<b>HOOK</b> (beginning/end)	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>TRANSITION WORDS</b>	5 transition words are used correctly and without any spelling mistakes.	5 transition words are used correctly but there is 1 spelling mistake.	4 transition words are used correctly. There is 1 spelling mistake.	3 transition words are used correctly. Or there are 2 spelling mistakes.	2 transition words are used correctly. Or there are spelling mistakes.
<b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point 2 be described; 3) conclusion.	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

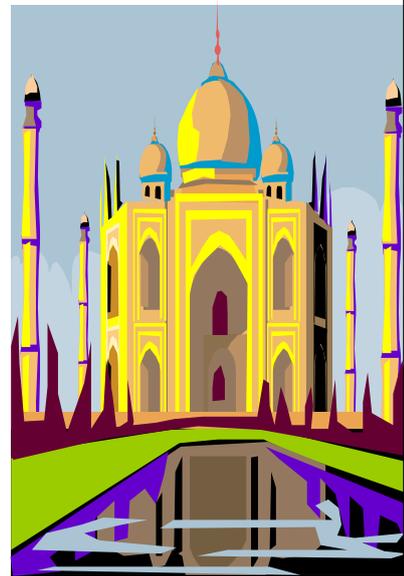
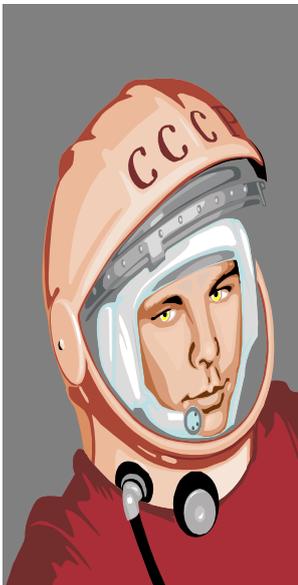
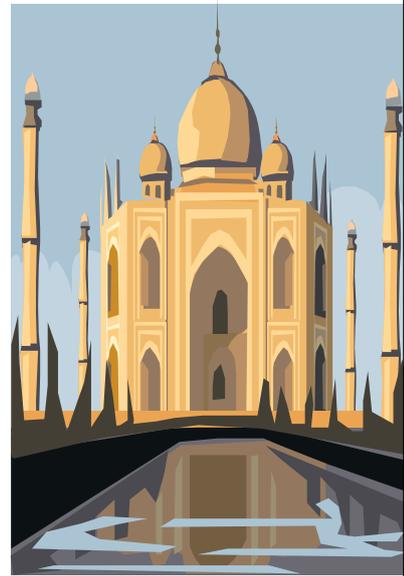
**TOTAL:** .....**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –



Students  
Activities  
and  
Materials.

**Introductory Activity.**

**Find 6 differences among these 3 pictures. (5)**



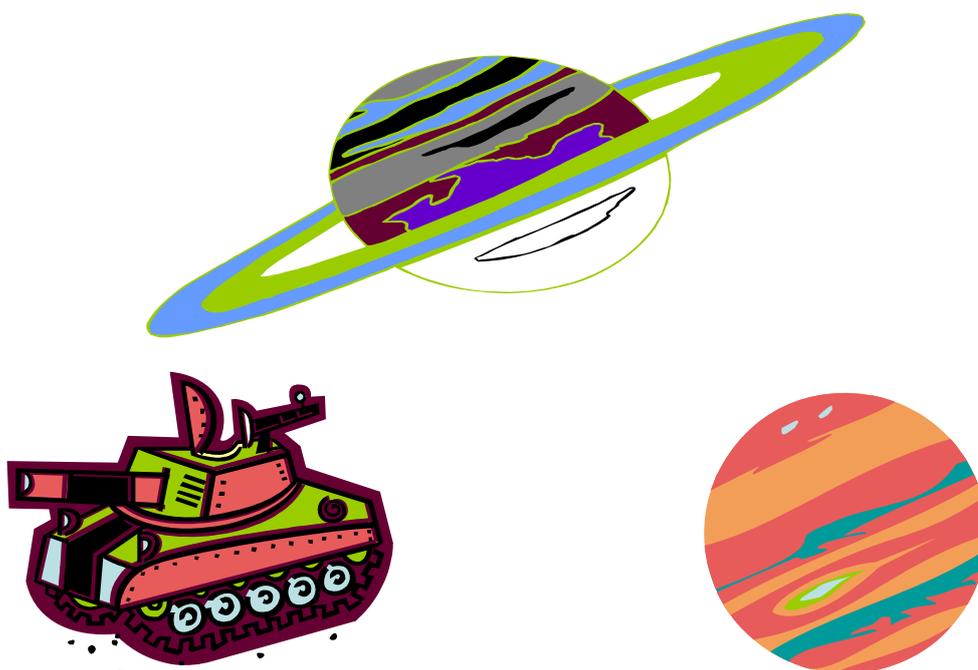
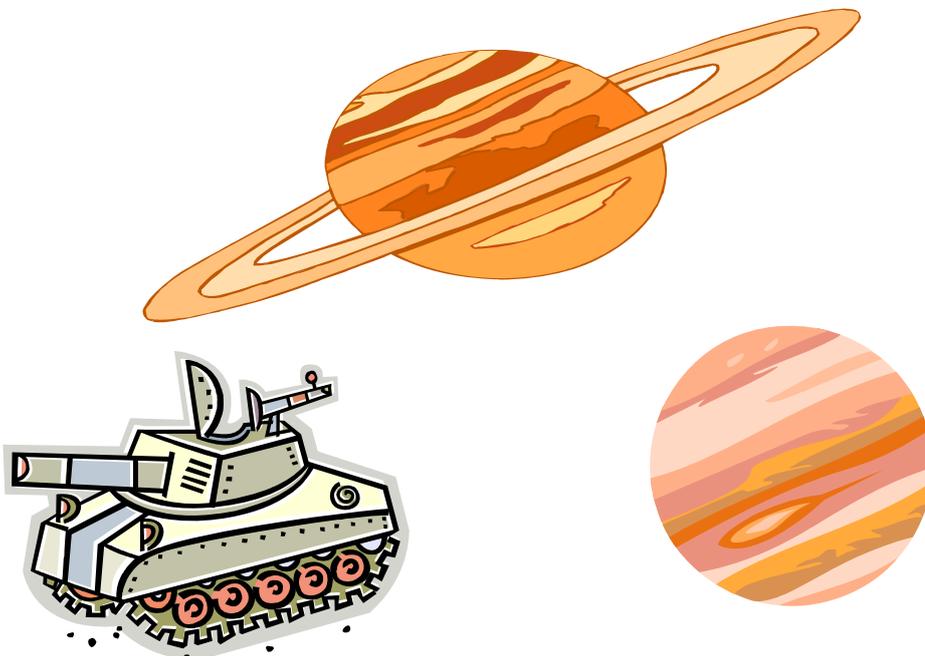
*Maria Isabel Garcia Garrido.*

Find 6 differences among these 3 pictures. (6)



Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (7)



Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (8)

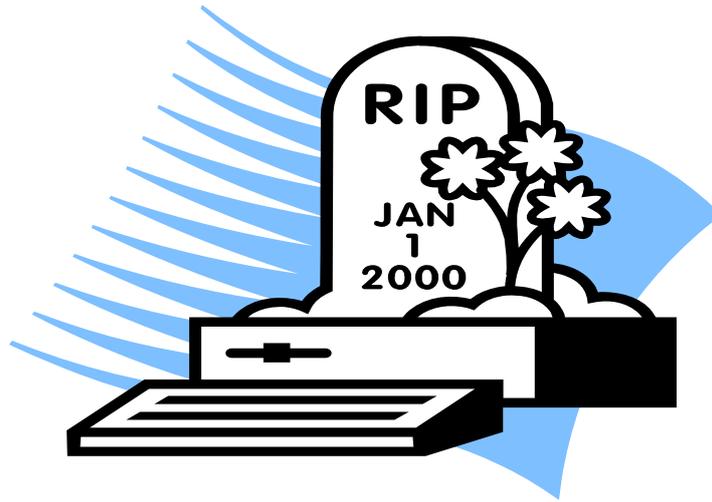


Maria Isabel Garcia Garrido.

Find 6 differences among these 3 pictures. (9)



Maria Isabel Garcia Garrido.

**Closing Story. Joke.****3 DIFFERENT WISHES.**

Three men are talking about what they want people to say about them after they die.

The first man says, "I want them to say, 'He was a good man and he did a good job.'"

The second man says, "I want them to say, 'He left behind a sweet little boy and a loving wife.'"

The third man says, "Those are nice, but I want them to say, 'Look, he's moving.'"





## LESSON NUMBER: 38

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Setting Goals (1).

➤ **CONTEXT:**

“Write 3 SHORT TERM goals that will help  
you improve your essays.”





**TOPIC OF THE LESSON:** Learn about Expository Writing. Setting Goals. (1)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write 3 short term goals that will help you improve your essays.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.

**LESSON NUMBER:** 38

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to improve their self-esteem by: 1) acknowledging all the good things they have through a visual mean to relish their successes; 2) by experiencing feelings of competence and 3) by learning to focus on chasing their dreams.

### **SOCIO EMOTIONAL DEVELOPMENT**

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

A. Identify and manage one’s emotions and behavior.

1A.2a. Describe a range of emotions and the situations that cause them.

1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.

C. Demonstrate skills related to achieving personal and academic goals.

1C.2a. Describe the steps in setting and working toward goal achievement.

### **1.2. Language Objectives:**

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Individual Stand and Share; 1.2. Think Pad Brainstorming; 1.3. Affirmation Passport; 1.4. Pairs Check; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### 3.2. **Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

✓ **Review Questions:** What did we learn during the previous lesson? (Teacher will use Bloom's Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ **Student Self-assessment:**

☞ **Introductory Activity:** "Letters to Success."

☞ **Cooperative Strategies:** Individual Stand and Share.

☞ **Description:** Teacher will make it interesting by:

- 1) Providing students with letter size envelopes they will decorate.
- 2) In different slips of paper, students will be writing about (just a couple of words to define each 'element'): a) 3 things they are proud of; b) 3 things they are thankful for and c) 3 dreams they have.
- 3) When students are finished writing they will share with the rest of the students using the cooperative strategy Individual Stand and Share.

### 3.3. **Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

"Today we are going to start learning about short term and long term goals." (Teacher will explain what goals are using some transparencies. See visual below).

☞ A.2. What would the students be able to do at the end of the lesson?

"This lesson will help you to set short and long term goals that will lead you to be successful in every aspect of life"

☞ A.3. Why is this important?

“This activity can help all students experience autonomy and success by encouraging them to select and achieve individually determined goals. These goals represent clearly stated criteria that each student can use to define his or her personal standard of success.”  
Raffini, J.P. (1996: 23)

☞ A.4. What are the students going to do?

“Today you will create 3 short term goals that will help you become a very successful writer.”

***B. Teacher will model the activities.***

Teacher will use the graphic organizer titled “Goals (1-2)” (the ones with the dotted lines) to model how to select a short term goal and specify the steps that have to be followed in order for that goal to be achieved.

***C. Students Practice.***

☞ ***Activity:*** “Write 3 short term goals that will help you improve your essays”.

☞ ***Cooperative Strategies:*** Think Pad Brainstorming, Affirmation Passport, Pairs Check, Individual Stand and Share.

☞ ***Description:*** (For more details see students’ directions)

- 1) Teacher will invite students to brainstorm ideas about things they could do that could help them improve their essays. Therefore, students will be talking about the goals they should set up in order to improve their compositions. Students will be working in their groups using the cooperative strategy Think Pad Brainstorming.
- 2) Second, students will share their goals with the rest of the students in their group using the cooperative strategy Affirmation Passport.
- 3) Third, students will be filling out their graphic organizers. Students will be working with their shoulder partner using the cooperative strategy Pairs Check.
- 4) Finally, students will share their goals with the whole class using the cooperative strategy Individual Stand and Share.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have been learning about:

1) Short term goals: A short term goal is when you set your mind to get or do something in the near future (e.g., in a day, within a week, or possibly within a few months).

2) Long term goals: A short term goal is when you set your mind to get or do something over a longer period of time (e.g., one semester, one year, five years, or twenty years).

3) Clear steps that you have to consider while setting a short term goal:

WHAT: What is your short term goal? (Ex. Spend 15 minutes studying rhyming words)

WHEN: When am I starting my short term goal? (Ex. Tomorrow at 9.00 a.m.)

LENGTH: For how long am I working on my short term goal? (Ex. 15 minutes)

FREQUENCY: How often am I going to do things that are going to help me achieve this particular short term goal? (Ex. Every day this week.)

WHY: Why am I doing this? (Ex. Because I want to improve my spelling.)

SELF-REWARD: What is going to be my reward when I achieve this short term goal? (It has to be a reward that you give to yourself. Your reward cannot depend on anybody else).

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me what a goal is? What is the difference between short term goal and long term goal?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Inspirational Quote.

☞ Game:

*Lions and Tigers* (circle/passive)

Players sit in a circle. Two children on the opposite sides of the circle, hold small objects, (stone ball etc.). One is called a lion, and the other a tiger. On a signal the players pass the objects to the right as quickly as they can. The fun is in trying to get one animal to overtake the other.

*Inform students of topic of next lesson.*

“In the next writing lesson, you are going to continue learning about how to become a super successful person by setting 3 long term goals.”

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. *Check for understanding:* Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ *Bloom’s Taxonomy:*

###### ➤ 1. Knowledge

- ✓ 1. Can you name one of the steps you have to consider while setting up your own short term goal?

###### ➤ 2. Comprehension

- ✓ 1. Can you provide a definition for personal goal?
- ✓ 2. Can you distinguish between a short and a long term goal?
- ✓ 3. What was the main idea of what we learned today?

###### ➤ 3. Application

- ✓ 1. Can you think of a situation where you could benefit from setting your own personal goal?
- ✓ 2. From the information given, can you develop a set of steps to follow in order to achieve a particular goal?
- ✓ 3. What questions would you ask somebody who truly knows how to set up goals? What questions would you ask somebody who wants to learn how to set up a goal?

###### ➤ 4. Analysis

- ✓ 1. Why do you need to set clear and specific steps in order to achieve your goals?
- ✓ 2. How does a graphic organizer help setting up your goal?
- ✓ 3. How could setting your own goals help you become a successful person?
- ✓ 4. What do you see as other possible elements to be taken into consideration while setting up goals?

- ✓ 5. What other things do you think you should consider while trying to improve your writing skills?

➤ 5. Synthesis

- ✓ Can you create a song/poem/chart/ etc. about how to set up and accomplish a goal?

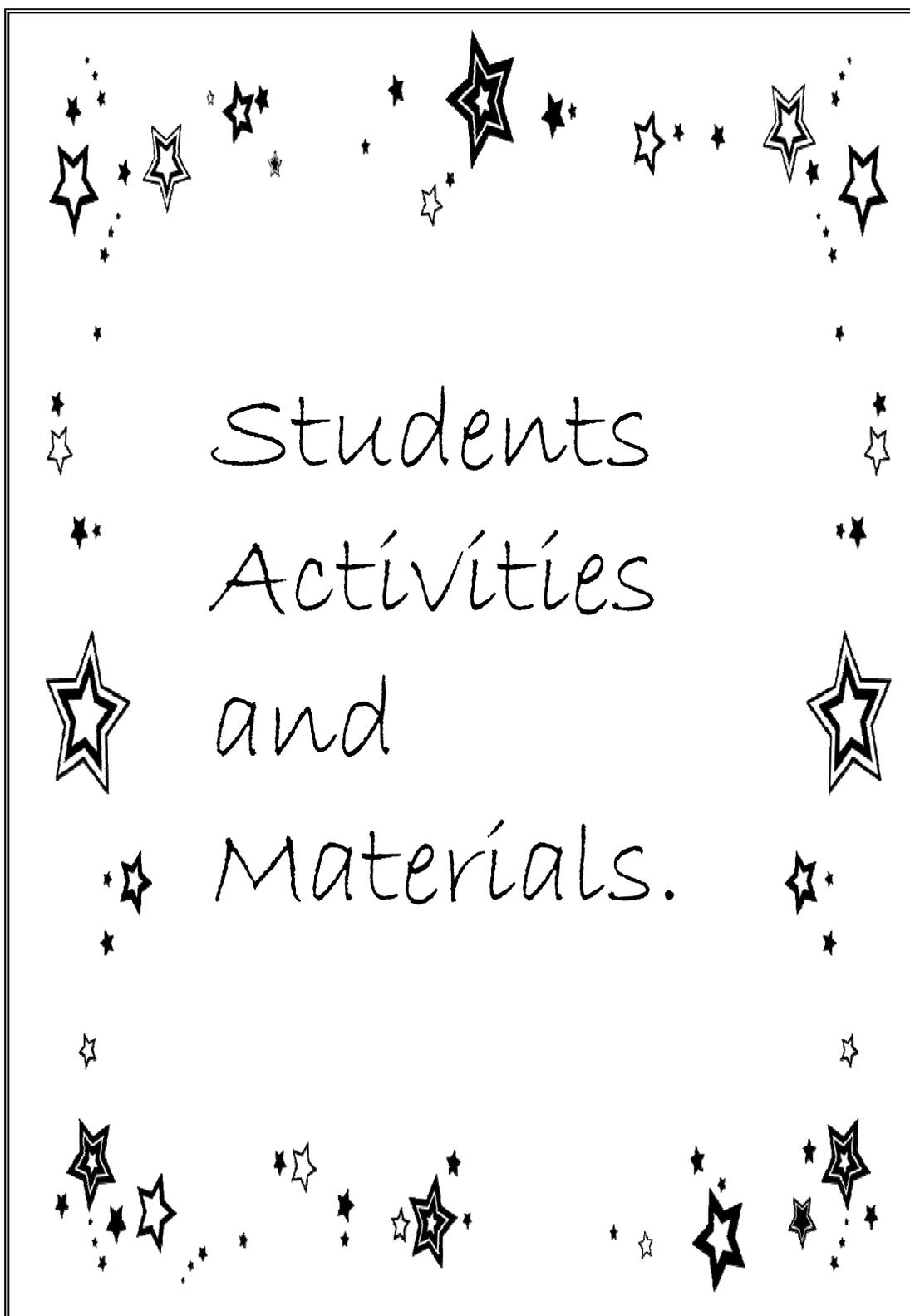
➤ 6. Evaluation

- ✓ 1. How effective do you think goals are? Are you a person who believes in the value of goals?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory Activity. Letters to Success.**



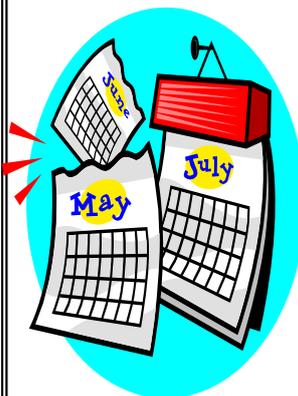
# GOALS (1)



1. **Definition:** A goal is an aim or a purpose that you have.
2. **Types:** Short term and Long Term goals.

1. **SHORT-TERM GOALS.** A short term goal is when you set your mind to get or do something in the near future (e.g., in a day, within a week, or possibly within a few months).

Example: Tomorrow, at 7.00 a.m., before coming to school, I am going to read the list of rhyming words that my teacher just gave me. I am going to read that list every day, this week, at the same time each morning, for 15 minutes. That is going to help me improve my spelling.



2. **LONG-TERM GOALS.** A long term goal is when you set your mind to get or do something over a longer period of time (e.g., one semester, one year, five years, or twenty years).

Example: By the end of this school year I am going to be able to compose narrative, expository and persuasive essays without making more than 3 – 4 spelling mistakes in each paper.

# GOALS (2)



## 3. Setting your goals



### 3.1 IDENTIFY THE THINGS YOU WANT TO DO. Create a list with all the things you want to do.

Example: Tomorrow, I want to: 1) work on studying my rhyming words list; 2) study for the math test we have on Wednesday; 3) work on the project we have to submit next Friday.



### 3. 2. LEARN TO SET PRIORITIES. THE ABC VALUE RATING.

**3.2.1. Ask yourself questions like:** "What is important?" versus "What is urgent?" versus "What is both urgent and important?"



#### 3. 2.2. Give an ABC value rating:

- Give an "A" to the "urgent and important things"
- Give a "B" to "urgent things".
- Give a "C" to "important things".

Follow that order when completing tasks.



#### 3.2.3. Organize your list:

Keep important tasks at the top of your to-do list; write them in red ink; or keep the important task list on top of the less important task list.



#### 3.2.4. Divide and Conquer:

Break important tasks into manageable chunks. You may be able to accomplish something on one or another important task without having to do it all at once.



#### 3.2.5. Do not waste your time:

Understand that doing less important tasks may be easier or more familiar or seem like you are getting things done, BUT may not count for much (a clean room won't get you an A in chemistry!).

MARIA ISABEL GARCIA GARRIDO

# GOALS

(3)



## 3. Setting your goals (continued)



### 3.2. LEARN TO SET PRIORITIES. THE ABC VALUE RATING. (CONTINUED)

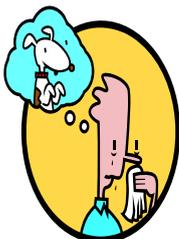
#### 3.2.6. Self-praise and self-reward:

Understand that doing less important tasks may be easier or more familiar or seem like you are getting things done, BUT may not count for much (a clean room won't get you an A in chemistry!).



### 3.3. LEARN TO MAKE A DAILY "TO-DO" LIST USING TIME ESTIMATES.

Ex. (A) 4.30 -5.30. Work on math homework.  
 (A) 5.45 – 6.45. Work on writing assignment.  
 (B) 7.00 – 7.30. Review rhyming words.  
 (C) 7.45 – 8.00. Take a shower.



### 3.4. ADDITIONAL TIPS TO REMEMBER WHEN MAKING A LIST.

- I. Get into the habit of making your list every morning or every evening.
- II. Be specific - define exactly what you have to do
- III. Break your tasks into small steps - it leads to greater success
- IV. Ask yourself if it is feasible for you to complete all your A's during the day
- V. Ask yourself if you will feel good about yourself if you complete all your A's for the day



### 3.5. IDENTIFY OBSTACLES TO TIME MANAGEMENT!

#### 3.5.1. Over-scheduling

Do not plan on doing more things than you can actually do. Remember you are a human being, not a robot. Be as much accurate as possible setting your priorities. Frequently ask yourself, "What is the best use of my time right now?"



#### 3.5.2. Over-accessibility

SET YOUR PRIORITIES. DO NOT BE ACCESSIBLE FOR EVERYBODY 24 / 7. Pay attention to your to-do-list; while completing your tasks avoid any type of distraction. Options:

- 3.5.2.1. **No interruptions:** Don't answer the phone, close the door, use a "do not disturb" sign.

# GOALS

(4)



## 3. Setting your goals (continued)

### 3.5. IDENTIFY OBSTACLES TO TIME MANAGEMENT! (continued)



#### 3.5.2. Over-accessibility (continued)

**3.5.2.2. Check your motivation:** Are you trying to be all things to all people? Trying to be liked? Afraid to be disliked? What are your priorities? What is important?

**3.5.2.2. Talking to people:** Try assertive communication: "I'd really like to go out with you tonight (or talk right now), but I really have to do the laundry (something else.)"

#### 3.5.3. Tyranny of the urgent



**3.5.3.1.** Stay focus on your priorities.

**3.5.3.2.** Delegate or ignore less important but urgent tasks.

**3.5.3.3.** Set up a time line from the due date, working back to the start, with a breakdown of sub-tasks. This helps to identify the "last minute" for each stage -- so you can meet your over all project deadline --.

**3.5.3.4.** Budget extra time for unforeseen complications.

**Note:** Constantly running up against urgent tasks suggests that you may be having trouble budgeting your time, trouble identifying priorities, or suffering from procrastination issues.

#### 3.5.4. Distractibility



Avoid anything that could distract you: Loud TV or music, people talking on the background, your cell phone, etc. You need to figure out what is what distracts you the most and avoid it. Focus on what you want to achieve at that moment and self-reward yourself with those things that are "distracting" to you.

#### 3.5.5. Procrastination



Everybody procrastinates at one time or another, over one thing or another... The trick is knowing what you procrastinate over, how, and why. What do you procrastinate over the most? What time of day do you find yourself procrastinating? What is your favorite mode of procrastination? (TV, Internet, e-mail, housekeeping, etc.)

MARIA ISABEL GARCIA GARRIDO

# GOALS

(5)



## 3. Setting your goals (continued)

### 3.5. IDENTIFY OBSTACLES TO TIME MANAGEMENT! (continued)

#### 3.5.6. Fear of failure



**3.5.6.1. Avoid negative "Self-talk".** Irrational "self-talk", that critical voice in your head, exaggerates stress, increases or decreases motivation, increases or decreases action, disrupts attention/concentration, decreases effectiveness, and ultimately provides an excuse for poor performance. What are you telling yourself? Does it motivate you or just make you anxious?

Example: "Oh my god, oh my god! If I flunk this test, my parents will kill me! I'll never graduate! I'll never get a job! I'll be forced to drop out! I'll end up on the street! My whole life will be ruined!!!" Sound like you?"

**3.5.6.1. Be positive.** Replace irrational self-talk with positive/realistic statements. Example:

- I'm going to work hard for this test.
- I know a fair amount of this material.
- Am I working as hard as I can possibly work? What can I do better?
- The things that are not totally clear yet are: ..... I can understand them by: 1) asking my teacher / an adult / a friend to explain them to me; 2) finding other sources of information related to this topic such as a book or the internet; etc.

#### 3.5.7. Perfectionism



**Check the relative value of what you are trying to do.** Sometimes we spend way too much time working on something because we just want it to be "perfect". Other times we do not do something because we are afraid we won't do a good job; this is, it won't be "perfect". What we have to realize is that some things are important enough to be done perfectly, but most might be satisfied with a "good enough" effort.

MARIA ISABEL GARCIA GARRIDO

**Activity: Write 3 short term goals that will help you improve your essays.**

First, you will brainstorm ideas about things you could do that could help you improve your essays. Therefore, you will be talking about the goals you should set up in order to improve your compositions. You will be working in your groups using the cooperative strategy *Think Pad Brainstorming*.

Second, you will share your goals with the rest of the students in your group using the cooperative strategy *Affirmation Passport*.

Third, you will be filling out your graphic organizers. You will be working with your shoulder partner using the cooperative strategy *Pairs Check*.

Finally, you will share your goals with the whole class using the cooperative strategy *Individual Stand and Share*.

*Think pad Brainstorming*

1. Teacher announces a topic.
2. Each student quickly record as many ideas as possible on small slips of paper.
3. All ideas are collected and a category system may be devised to sort the ideas.

*Affirmation Passport*

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. Students must give each other a positive affirmation before they contribute to the task or discussion: "I appreciate the way you used yellow to make the name stand out more. I'm going to try to use orange to .."
4. Use one of the affirmation passport cards every time that you talk.

*Pairs Check*

1. In teams of four, students form two pairs.
2. One student in each pair works on a given problem or task while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles to work on the next problem.
5. After the pair has done two problems, they check with the other pair on their team.

*Individual Stand-N-Share*

1. Individuals share either a list or one or two items, each sitting down when her items have been shared.
2. When seated, the individuals record the other items shared.
3. Often Individual Stand-N-Share is preceded or followed by a team discussion.

**AFFIRMATION (APPRECIATION) PASSPORT CARDS.** Created by Maria Isabel Garcia Garrido.

<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “Thank you for sharing your information/data/facts/... with me”; it has helped me to ...”. Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “What I appreciate/ value/ am thankful for/.... is...” Note: This is just an example. You can adjust it to say something in the same line.</p>
<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “Thank you for sharing your information/data/facts/... with me”; it has helped me to ...”. Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “<i>Your definition (or whatever that he/she did) has helped me to understand it better</i>”. Note: This is just an example. You can adjust it to say something in the same line.</p>

# GOALS

(1)



Name: .....

Partner: .....

Write a short term goals that are going to help you improve your essays.

## 1. REMEMBER WHAT A SHORT TERM GOAL IS:

**SHORT-TERM GOALS.** A short term goal is when you set your mind to get or do something in the near future (e.g., in a day, within a week, or possibly within a few months).

Example: Tomorrow, at 7.00 a.m., before coming to school, I am going to read the list of rhyming words that my teacher just gave me. I am going to read that list every day, this week, at the same time each morning, for 15 minutes. That is going to help me improve my spelling.

## 2. WRITE YOUR SHORT TERM GOAL:

GOAL 1.

**2.1. WHAT:** What is your short term goal? (Ex. Spend 15 minutes studying rhyming words)



.....  
 .....

**2.2. WHEN:** When am I starting my short term goal? (Ex. Tomorrow at 7.00 a.m.)



.....  
 .....

**2.3. LENGTH:** For how long will I be working on my short term goal? (Ex. 15 minutes)



.....  
 .....

MARIA ISABEL GARCIA GARRIDO

# GOALS

(2)



## 2. WRITE YOUR SHORT TERM GOAL: (continued)

GOAL 1.

**2.4. FREQUENCY:** How often am I going to do things that are going to help me achieve this particular short term goal? (Ex. Every day this week.)

.....  
.....

**2.5. WHY:** Why am I doing this? (Ex. Because I want to improve my spelling.)

.....  
.....

**2.6. SELF-REWARD:** What is going to be my reward when I achieve this short term goal? (It has to be a reward that you give to yourself. Your reward cannot depend on anybody else). (Ex. When I have memorized all the list of rhyming words the teacher just gave me I am going to sit down in front of my computer and play my favorite video game. I will also say out loud (to myself or to a significant other) that I am proud of achieving my short term goal)

.....  
.....

**Closing Story. Inspirational Quote.****TIGER WOODS**

Eldrick Tont "**Tiger**" **Woods** (born December 30, 1975) is an American professional golfer whose achievements to date rank him among the most successful golfers of all time. Currently the World No. 1, he was the highest-paid professional athlete in 2007, having earned an estimated \$122 million from winnings and endorsements.



There's nothing wrong with having your **GOALS** really high and trying to achieve them. That's the fun part. You may come up short. I've come up short on a lot of my goals, but it's always fun to try and achieve them.  
By Tiger Woods.



## LESSON NUMBER: 39

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Setting Goals (2).

➤ **CONTEXT:**

“Write 3 LONG TERM goals that will help  
you improve your writing skills.”





**TOPIC OF THE LESSON:** Learn about Expository Writing. Setting Goals. (2)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write 3 long term goals that will help you improve your writing skills.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.

**LESSON NUMBER:** 39

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lesson and also:
- Students will be able to increase their self-esteem by facing their fears and replacing them with positive thoughts.

### **1.2. Language Objectives:**

- Same of previous lesson.
- .....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Individual Stand and Share; 1.2. Think Pad Brainstorming; 1.3. Affirmation Passport; 1.4. Pairs Check; 1.5. Brainstorming; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*🌀 Review of previous lesson:*

- ✓ *Review Questions:* Ask questions like: 1. Can you name one of the steps you have to consider while setting up your own short term goal? 2. Can you provide a definition for personal goal? Can you distinguish between a short and a long term goal? What was the main idea of what we learned in the previous lesson?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Positive Road or Road to Success.”

☞ **Cooperative Strategies:** Brainstorming; Inside-Outside-Circle; Three-Stray..

☞ **Description:** Teacher will make it interesting by:

- 1) Inviting students to talk about times when they have said something negative about themselves. Example: “I am not intelligent”.
- 2) Teacher will ask students to verbally share with their partners the way they felt at that particular moment.
- 3) Students will be brainstorming positive thoughts to replace that negative way of thinking. Students will be working together using the cooperative strategy Inside-Outside-Circle. (See below for an explanation of this strategy).
- 4) Next, teacher will give students a drawing that will have a road, a car, several stones and several bridges. At the end of the road there will be a finish lane that will read SUCCESS!!!
- 5) The stones are in their way to success. Each stone is something negative they think about themselves. On each stone they will write “negative thoughts” they have had at one point in their lives:

Example:

- a. I am not as intelligent as ....;
- b. I don’t understand....I will never be able to get an A in that class because I “don’t get it”.

- 6) The bridges, that are right next to the stones, represent the bridge to success. On top of that bridge they will write the positive thought that overcomes that negative “feeling”.

Example:

- a. Yes, I am intelligent.
- b. I may not understand it now but, if I try hard, I will be able to GET IT!!!

- 7) When all the students have finished their “Positive Road or Road to Success” they will share with the rest of their partners using the cooperative strategy *Three-Stray*.
- 8) Closing: Teacher will tell students that what they have just done is like real life. They have the choice of: 1) crashing their car against the road - this is, putting themselves down by their fears – or 2) going through the bridge - this is, trusting their many capabilities -. The stones, negative self-talk, will prevent them from reaching their final lane, SUCCESS. The bridges, self confidence, will lead them to reach any goal they may have in life and be truly HAPPY.

### Inside-Outside Circle

1. Students stand in two concentric circles, facing a partner. The inside circle faces out; the outside circle faces in.
2. Students will be taking turns sharing with their partners about one time they said something negative about themselves. Students will also be sharing how they felt in that situation. Partners will be giving them a positive thought they should put in their mind next time they think that way. Ex. If partner A says “I don’t think I am good in math” partner B can say something like “You know what they say, practice makes perfect. Maybe you need more time in order to become better at math”.
3. Partners switch roles: outside circle students ask, listen, then praise or coach.
4. After each student have share one situation they rotate to the next partner. (Teacher may call rotation numbers: “Rotate three ahead.”)

### Three Stray

1. Three team members will be visiting others teams’ table to see their work.
2. Visiting members will have some time to be in their partners’ table. (1-2 min. approximately).
3. Teacher will tell when time is up and will ask them to return to their original groups.
4. Repeat several times until all the teams have been to all the different groups’ tables.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about goals.” (Teacher will revise what goals are using some transparencies. See visual from previous lesson).

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you to have a better understanding of what goals are.”

☞ A.3. Why is this important?

(Same of previous lesson).

“This activity can help all students experience autonomy and success by encouraging them to select and achieve individually determined goals. These goals represent clearly stated criteria that each student can use to define his or her personal standard of success.”  
Raffini, J.P. (1996: 23)

☞ A.4. What are the students going to do?

“Today you will create 2 long term goals that will help you overcome some of your fears.”

### ***B. Teacher will model the activities.***

As we did during the previous lesson, teacher will use the graphic organizer titled “Goals (1-2)” (the ones with the dotted lines) to model how to select a goal and specify the steps that have to be followed in order for that goal to be achieved. In this case, it will be a long term goal.

### ***C. Students Practice.***

☞ **Activity:** “Write 3 LONG TERM goals that will help you improve your writing skills.”

☞ **Cooperative Strategies:** Think Pad Brainstorming, Affirmation Passport, Pairs Check, Individual Stand and Share.

☞ **Description:** (For more details see students’ directions)

- 1) Teacher will invite students to brainstorm ideas about things they could do that could help them overcome their ‘negative thoughts’. Therefore, students will be talking about the goals they should set up in order to boost their confidence level. Students will be working in their groups using the cooperative strategy Think Pad Brainstorming.

- 2) Second, students will share their goals with the rest of the students in their group using the cooperative strategy *Affirmation Passport*.
- 3) Third, students will be filling out their graphic organizers. Students will be working with their shoulder partner using the cooperative strategy *Pairs Check*.
- 4) Finally, students will share their goals with the whole class using the cooperative strategy *Individual Stand and Share*.

**3.4. Closure of the lesson:** (cover all objectives)

***A. Repeat overall big picture of what students were supposed to learn.***

(Same of previous lesson).

- 1) Short term goals: A short term goal is when you set your mind to get or do something in the near future (e.g., in a day, within a week, or possibly within a few months).
- 2) Long term goals: A short term goal is when you set your mind to get or do something over a longer period of time (e.g., one semester, one year, five years, or twenty years).
- 3) Clear steps that you have to consider while setting a goal:

WHAT: What is your short term goal? (Ex. Spend 15 minutes studying rhyming words)

WHEN: When am I starting my short term goal? (Ex. Tomorrow at 9.00 a.m.)

LENGTH: For how long am I working on my short term goal? (Ex. 15 minutes)

FREQUENCY: How often am I going to do things that are going to help me achieve this particular short term goal? (Ex. Every day this week.)

WHY: Why am I doing this? (Ex. Because I want to improve my spelling.)

SELF-REWARD: What is going to be my reward when I achieve this short term goal? (It has to be a reward that you give to yourself. Your reward cannot depend on anybody else).

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

(Same of previous lesson).

Who could tell me what a goal is? What is the difference between short term goal and long term goal?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Inspirational Quote.

☞ Game:

*Lonely Little Ghost*

A lonely ghost would love some company. He wants to make a ghost friend. His ghost friend won't be me.

One child is chosen to be the lonely little ghost. He sits on a chair in the haunted house. Indicate a certain area for that purpose. The other children speak the verse and sneak into the haunted house. They tease the ghost. Any child he catches or tags within the boundaries of his haunted house becomes a ghost and joins him to try to catch the remaining children, who return again and again to tease and try to avoid being caught by the ghosts. The last child caught is the winner and may be the lonely little ghost the next time the game is played.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning about how to become a super successful person by creating your own Writing Success Contract.”

.....

**4. Assessment:**

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

✓ 1. Which is true or false:

- 1) A short term goal will be achieved in a long period of time. Example in a year or 2? T / F. (answer: F)
- 2) When setting your goal, if you ask yourself the following questions: "a) What is important?; b) What is urgent?; c) What is both urgent and

important?” you should always do first what is both urgent and important. T / F. (answer: T)

- 3) When you are organizing the list of things you want to do, you should always keep important tasks at the top of your to-do list; write them in red ink; or keep the important task list on top of the less important task list. T / F (answer: T)
- 4) You will be more successful if you try to do many things at the same time. T / F. (answer: F)

➤ 2. Comprehension

- ✓ 1. Why do you think you have to avoid wasting time when trying to achieve your goal?
- ✓ 2. What is the difference between something “important” and something “urgent”? Which one are you supposed to do first?

➤ 3. Application

- ✓ 1. Can you think of a short term goal that you could set up in order to improve your writing skills?
- ✓ 2. Can you think of a long term goal that you could set up in order to improve your writing skills?

➤ 4. Analysis

- ✓ 1. How could setting a particular writing goal modify or affect the rest of your daily routines?

➤ 5. Synthesis

- ✓ 1. Can you create a song to help you remember the importance of goals?

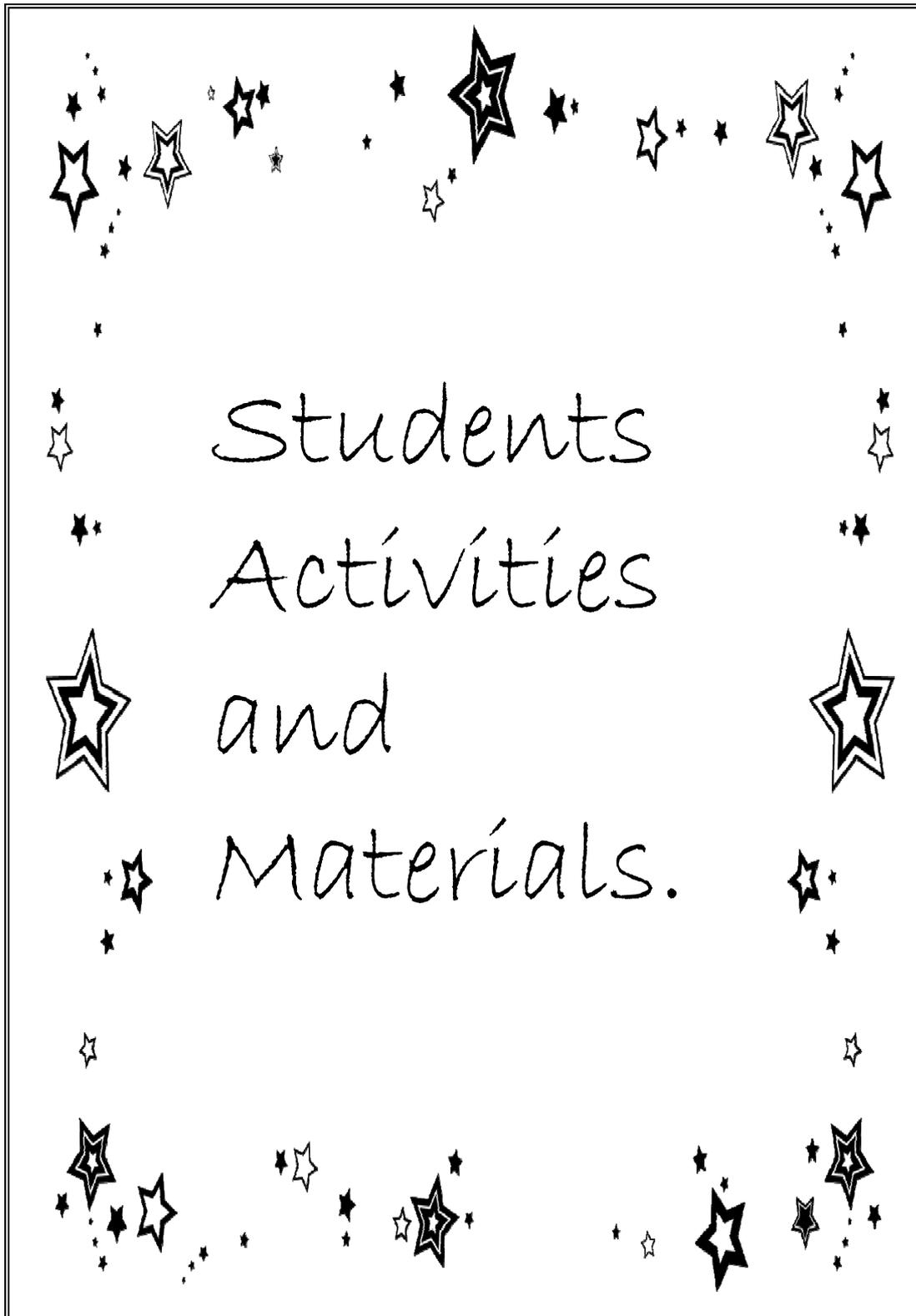
➤ 6. Evaluation

- ✓ 1. Do you think setting goals will in fact help you improve your writing skills?

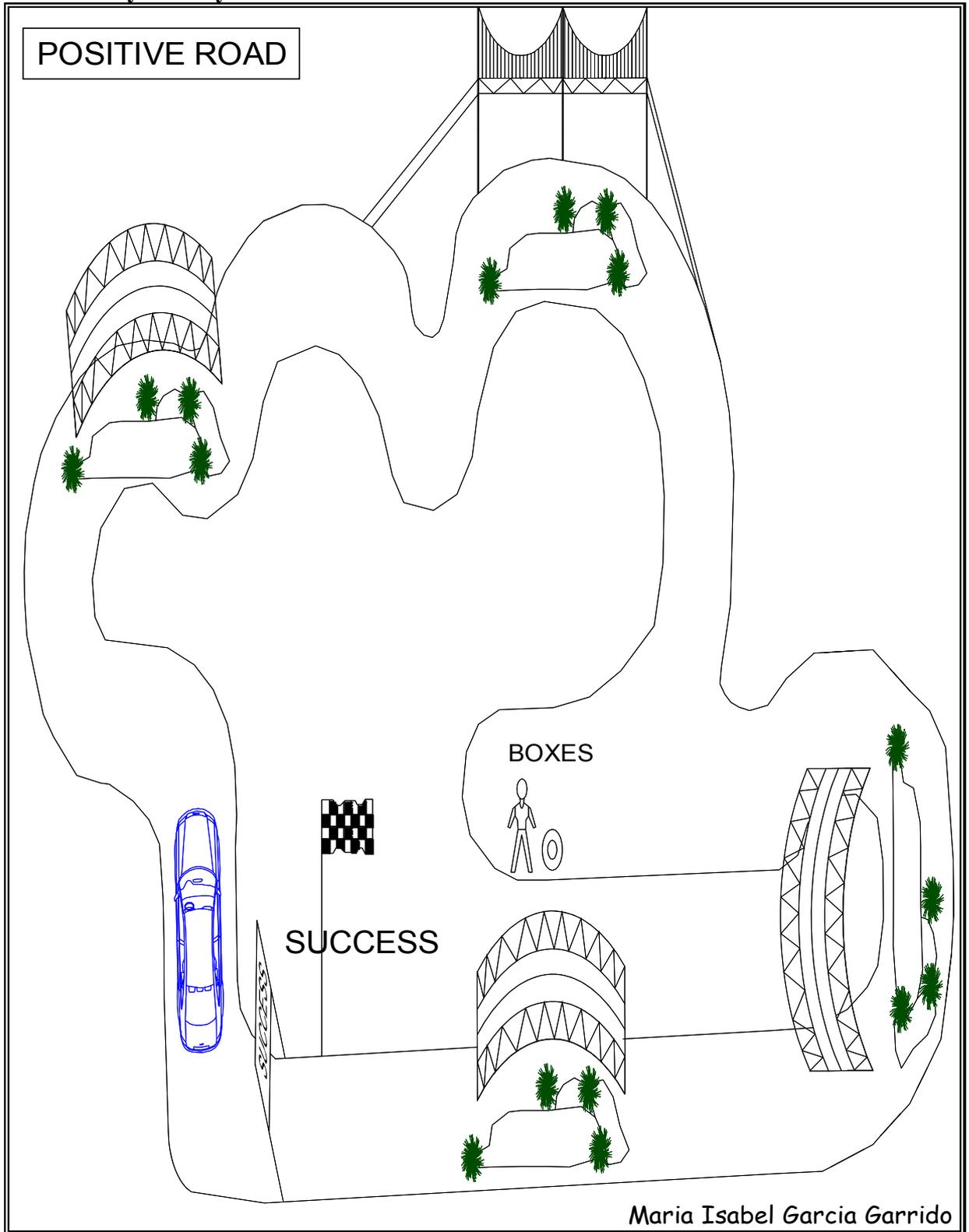
4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



**Introductory Activity.**



*Maria Isabel Garcia Garrido*

**Activity: Write 3 LONG TERM goals that will help you improve your writing skills.**

First, you will brainstorm ideas about things you could do that could help you overcome your “negative thoughts”. Therefore, you will be talking about the goals you should set up in order to boost their confidence. You will be working in your groups using the cooperative strategy *Think Pad Brainstorming*.

Second, you will share your goals with the rest of the students in your group using the cooperative strategy *Affirmation Passport*. (Use the same cards from previous lesson).

Third, you will be filling out your graphic organizers. You will be working with your shoulder partner using the cooperative strategy *Pairs Check*.

Finally, you will share your goals with the whole class using the cooperative strategy *Individual Stand and Share*.

*Think pad Brainstorming*

1. Teacher announces a topic.
2. Each student quickly record as many ideas as possible on small slips of paper.
3. All ideas are collected and a category system may be devised to sort the ideas.

*Affirmation Passport*

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. Students must give each other a positive affirmation before they contribute to the task or discussion: “I appreciate the way you used yellow to make the name stand out more. I'm going to try to use orange to ...”
4. Use one of the affirmation passport cards every time that you talk.

*Pairs Check*

1. In teams of four, students form two pairs.
2. One student in each pair works on a given problem or task while his or her partner, the coach watches, checks, and helps if necessary.
3. When done, the coach offers affirmation.
4. Partners switch roles to work on the next problem.
5. After the pair has done two problems, they check with the other pair on their team.

*Individual Stand-N-Share*

1. Individuals share either a list or one or two items, each sitting down when her items have been shared.
2. When seated, the individuals record the other items shared.
3. Often Individual Stand-N-Share is preceded or followed by a team discussion.

# GOALS

(1)



Name: .....

Partner: .....

Write 2 long term goals that are going to help you boost your confidence.

## 1. REMEMBER WHAT A LONG TERM GOAL IS:

**LONG-TERM GOALS.** A short term goal is when you set your mind to get or do something over a longer period of time (e.g., one semester, one year, five years, or twenty years).

Example: By the end of this school year I am going to be able to compose narrative, expository and persuasive essays without making more than 3 – 4 spelling mistakes in each paper.

## 2. WRITE YOUR LONG TERM GOAL:

GOAL 1.

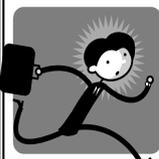
**2.1. WHAT:** What is your LONG term GOAL? (Ex. Avoid spelling mistakes.)



**2.2. WHEN:** When am I starting my LONG term GOAL? (Ex. Next Monday at 4 p.m..)



**2.3. LENGTH:** For how long will I be working on my LONG term GOAL? (Ex. 3 months)



MARIA ISABEL GARCIA GARRIDO

# GOALS

(2)



## 2. WRITE YOUR LONG TERM GOAL: (continued)

GOAL 1.

**2.4. FREQUENCY:** How often am I going to do things that are going to help me achieve this particular LONG term GOAL? (Ex. 3 times a week.)

.....  
.....

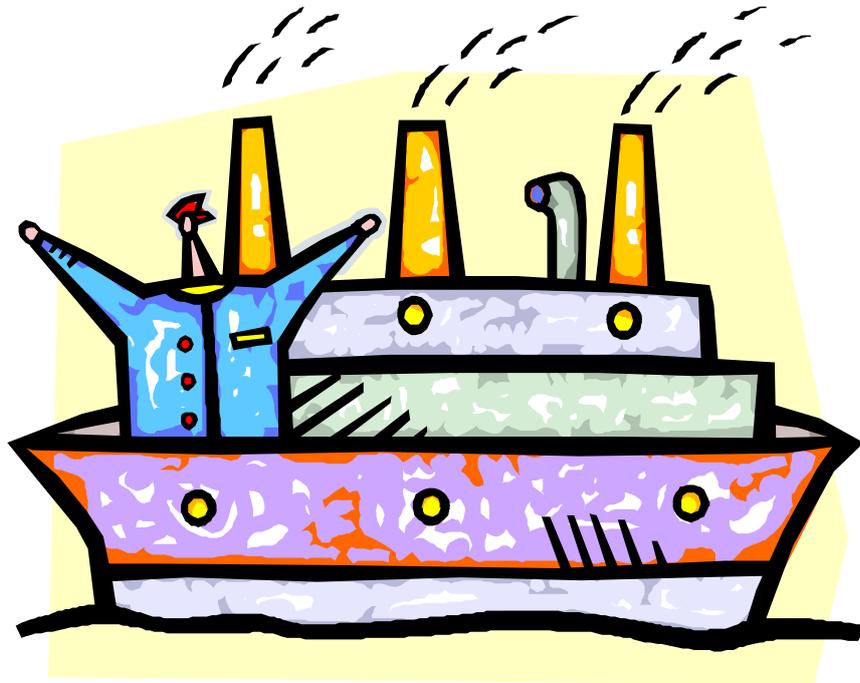
**2.5. WHY:** Why am I doing this? (Ex. Because I want to improve my spelling.)

.....  
.....

**2.6. SELF-REWARD:** What is going to be my reward when I achieve this short term goal? (It has to be a reward that you give to yourself. Your reward cannot depend on anybody else). (Ex. When I have memorized all the list of rhyming words the teacher just gave me I am going to sit down in front of my computer and play my favorite video game. I will also say out loud (to myself or to a significant other) that I am proud of achieving my short term goal)

.....  
.....

Closing Story. Quote.



*"Without GOALS, and plans to reach them, you are like a ship that has set sail with no destination."*

*By Fitzhugh Dodson*

**American clinical psychologist. Child-Rearing Expert .**





## LESSON NUMBER: 40

➤ **TOPIC OF THE LESSON:**

Learn about Expository Writing.  
Setting Goals (3).

➤ **CONTEXT:**

“Write a Success Contract.”





**TOPIC OF THE LESSON:** Learn about Expository Writing. Setting Goals. (3).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a ‘Writing Success Contract’.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Social Studies; Science; Socio Emotional Development.

**LESSON NUMBER:** 40

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

Same of previous lesson. And also:

- Students will be able to develop a feeling of competence by enabling themselves to experience effort-outcome dependence in the grading process.

### **1.2. Language Objectives:**

- Same of previous lesson.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Debate; 1.2. Response Mode Chips; 1.3. Roving Reporter; 1.4. Carousel Feedback . 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* 2 minutes. Review of previous lesson. Ask questions like:
1. Which is true or false: 1.1.) A short term goal will be achieved in a long period of time. Example in a year or 2? T / F. (answer: F); 1.2.) When setting your goal, if you ask yourself the following questions: "a) What is important?; b) What is urgent?; c) What is both urgent and important?" you should always do first what is both urgent and important. T / F. (answer: T). 2) Why do you think you have to avoid wasting time when trying to achieve your goal? 3)

What is the difference between something “important” and something “urgent”? Which one are you supposed to do first?

✓ *Student Self-assessment:*

☞ **Introductory Activity:** “Writing Success Contract.”

☞ **Cooperative Strategies:** Debate

☞ **Description:** Teacher will make it interesting by:

- 1) Showing a short video about debates.
- 2) Next, teacher will present students a debate issue: “Students should be held responsible for their own writing grades by creating their individualized Writing Success Contract.”
- 3) Second, teams are formed. ‘Agree’ students go to one side of the room and ‘Disagree’ students go to the other side in their perspectives and arguments supporting their view. At first, teacher may facilitate and direct the discussion. Students may take notes.
- 4) Third, students can simulate a court case with a judge, attorneys, jury, defendant, and plaintiff. Teacher will provide some pictures (lawyer, judge and jury) that will help students to visualize a ‘simulated’ court room. (See below).
- 5) Fourth, teacher will give students a paper titled “Debate Rules and Suggestions: Advice on debating with others.” that students will have to follow while carrying on their debate. (See below)

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about goals by creating your own Writing Success Contract. A Success Contrast will guarantee you a good grade (A or B) in writing, in our particular case. You will be awarded that grade on the condition that you do what you signed in your contract.”

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you understand that it is you, and MAINLY YOU, the one who really determines the amount of success that you have in the future”.

☞ A.3. Why is this important?

“This activity supports feelings of competence in all students by enabling them to experience effort-outcome dependence in the grading process”. Raffini, J.P. (1996: 93-94)

☞ A.4. What are the students going to do?

“Today you will design your own Success Contract.”

**B. Teacher will model the activities.**

Teacher will use transparencies titled “Writing Success Contract” to model how to create this particular type of contract.

**C. Students Practice.**

☞ **Activity:** “Writing Success Contract”.

☞ **Cooperative Strategies:** Response Mode Chips; Roving Reporter; Carousel Feedback.

☞ **Description:** (For more details see students’ directions)

- 1) First, teacher will distribute the pages titled: “Writing Success Contract”. Teacher will give students some time to think about what they would like to write in each section.
- 2) Second, students will share their ideas with the rest of the partners in their group using the cooperative strategy Response Mode Chips. Before starting the activity, teacher should make copies of the Response Mode Chips. We recommend laminating those chips so they can be reused at a different time. Teacher should provide each student with at least 2 of each Response Mode Chips.
- 3) Third, students will be given some time to work independently filling out their own Writing Success Contract. While working independently, one student per group will be allowed to roam the room observing what the rest of the students in the class are writing. In order to do that, they will use the cooperative strategy Roving Reporter. Teacher can make it more interesting

and fun by providing students with an object they will be carrying around while roaming the room. Ex. A hat, a pair of sunglasses, a tie, a wig, etc. We recommend the same object is used with all the teams so to avoid a ‘conflict of interest’.

- 4) Finally, when every body is finished writing their Writing Success Contract, all the students will observe their partners contracts using the cooperative strategy Carousel Feedback.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

With a ‘Writing Success Contract’ you will set up all the steps you are going to be taking in order to get the grade you really want to see in your report cards.

#### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me why you are responsible for your own success? What is a goal?

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story: Inspirational Quote.

☞ Game:

#### ***Minefield (active/cooperative)***

Split the group into 3 (not each of them). One group will be the mines. They will be stationary in the playing area. One group will be the rowers trying to get across the playing field. The trick is they will have their eyes closed. The third group will be the assistants. They will be located on the other side of the playing field and will direct the rowers safely across. If a rower bumps into a mine, they blow up. The groups should rotate so everyone gets to be everything.

#### ***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to begin learning how to compose a personal narrative.”

---

#### 4. Assessment:

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***: (Same one of previous lesson)

➤ 1. Knowledge

✓ 1. Which is true or false:

1. In a 'Success Contract' you are held responsible for your own grade. T / F. (answer: T)
2. A 'Success Contract' is something that you do 'mainly' because you want to please your teachers and parents. T / F. (answer: F) Note: A short discussion could follow this question. Ex. The main person you really have to be faithful to is yourself. When you take responsibility for your own actions you gain self-confidence which makes it easier for you to become a successful person.

➤ 2. Comprehension

- ✓ 1. Why do you think your success in life depends mainly in your own actions?
- ✓ 2. What type of goal do you think a 'Success Contract' is? (Answer: Most likely, if done during a quarter, a short term goal.)

➤ 3. Application

- ✓ 1. Can you think of any other situation where you will use a 'Success Contract'?

➤ 4. Analysis

- ✓ 1. How could using a 'Writing Success Contract' help you improve your writing skills?

➤ 5. Synthesis

- ✓ 1. Can you develop a new format for a 'Success Contract' that could be used in writing? What about creating a 'Success Contract' that could be used in any subject area?

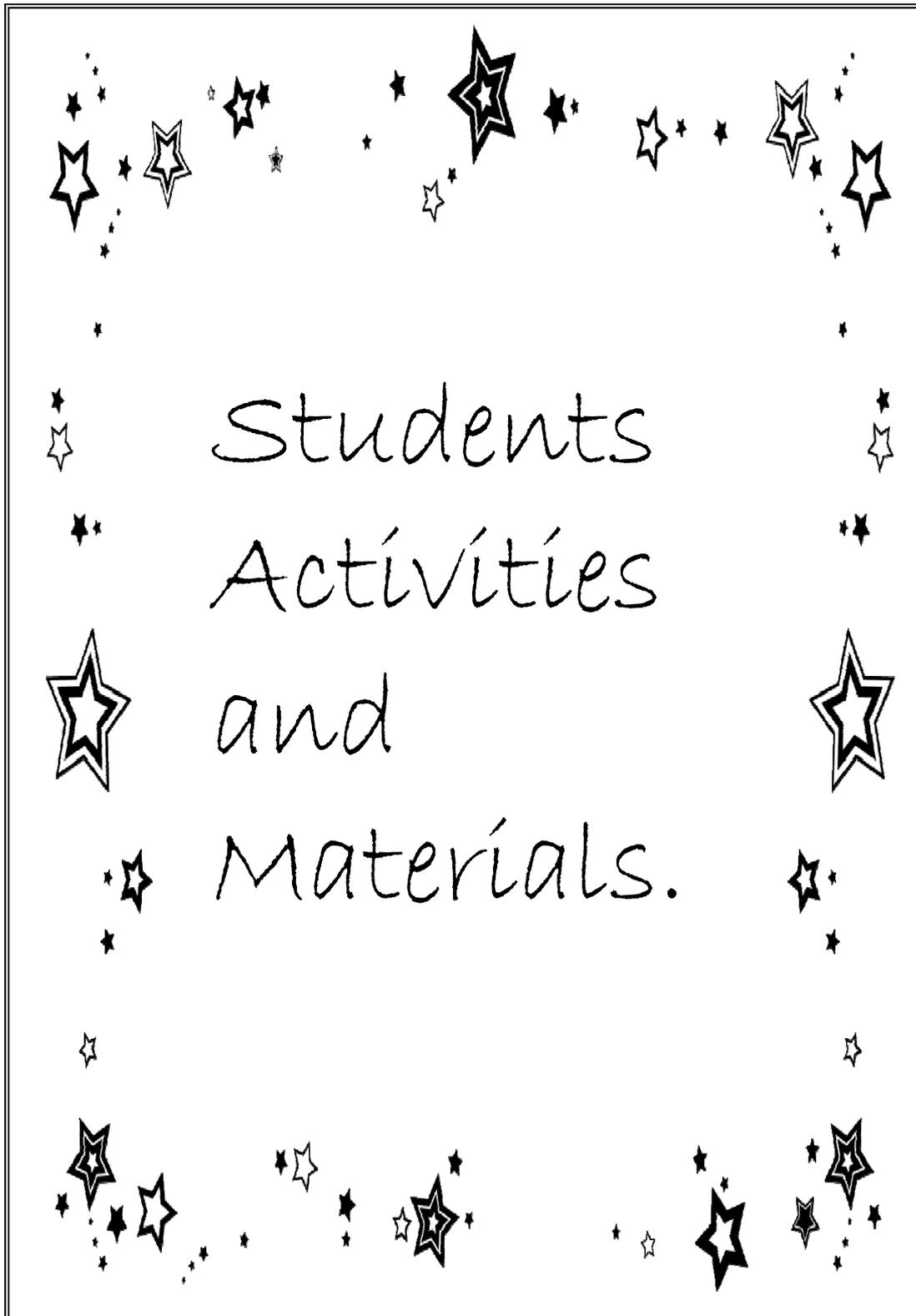
➤ 6. Evaluation

- ✓ 1. If you were the principal of the school, would you encourage all the teachers to train their students into the creation of 'Success Contracts'?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

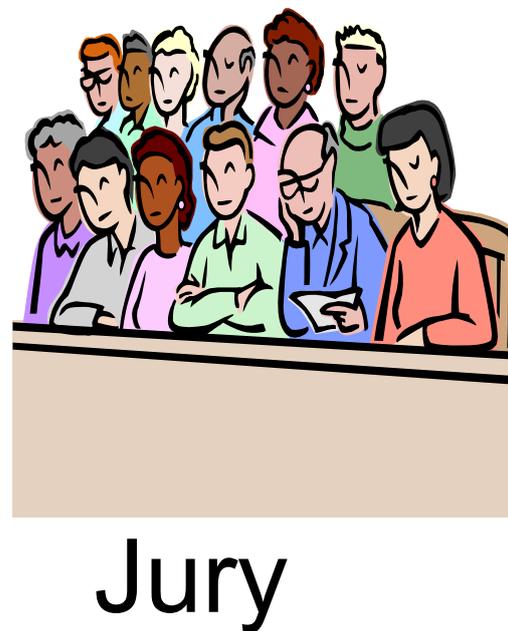
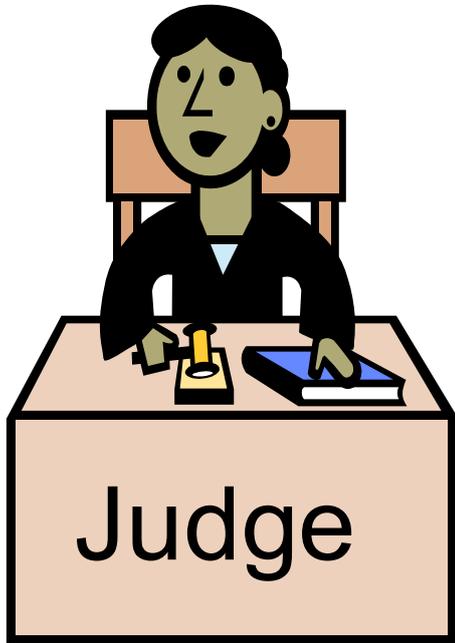
4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

Introductory Activity.



## DEBATE RULES AND SUGGESTIONS: ADVICE ON DEBATING WITH OTHERS

1. Avoid the use of **Never**.
2. Avoid the use of **Always**.
3. Refrain from saying **you are wrong**.
4. You can say **your idea is mistaken**.
5. Don't disagree with **obvious truths**.
6. Attack the **idea** not the person.
7. Use **many** rather than **most**.
8. Avoid exaggeration.
9. Use **some** rather than **many**.
10. The use of **often** allows for exceptions.
11. The use of **generally** allows for exceptions.
12. If it is just an **opinion**, admit it.
13. Do not present opinion as facts.
14. **Smile** when disagreeing.
15. Stress the **positive**.
16. You do not need to win every battle to win the war.
17. Concede minor or trivial points.
18. Avoid bickering, quarreling, and wrangling.
19. Watch your tone of voice.
20. Don't win a debate and lose a friend.
21. Keep your perspective - You're just debating.



**Activity. Write a “Writing Success Contract”.**

First, write your name on the papers the teacher has just given you titled: “Writing Success Contract”.

Second, read those pages and take some silent time to think about what you would like to write in each section.

Third, you will share your ideas with the rest of the partners in your group using the cooperative strategy *Response Mode Chips*.

Forth, you will be given some time to work independently filling out your own ‘Writing Success Contract’. While working independently, one student per group will be allowed to roam the room observing what the rest of the students in the class are writing. In order to do that, you will use the cooperative strategy *Roving Reporter*. Teacher will provide the “spy” with a garment/object they will use while roaming the room. You can only use it when it is your turn to see what your partners are writing about.

Finally, when everybody has finished writing their Writing Success Contract, all the students will observe their partners contracts using the cooperative strategy *Carousel Feedback*

*Response Mode Chips.*

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. As they talk, students use Response Mode Chips which contain responses like: Summarizing, Giving an Idea, Praising an Idea.

*Roving Reporter*

1. While students are working on projects, one student from each team may for a certain amount of time be a "Roving Reporter," wandering the room gathering information such as discoveries of other teams which might be useful.
2. This role is sometimes called "Scout;" and sometimes called "Spy."

*Carousel Feedback*

1. Teams’ products are displayed on tables.
2. Each team has a predetermined time to visit other’s team product. The teacher will use music. They can be in this other group as long as the music is playing. When the music stops they need to move to next group. They will move clockwise.
3. During the specified time, teams discuss their reactions to the other team’s project.
4. Person #1 in each group records feedback on feedback form.

5. Teacher calls time.
6. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round.
7. Teams continue until each team rotates back to its own project or until the teacher calls time.
8. Teams review the feedback they received from the other teams.

Response Mode Chips created by Maria Isabel Garcia Garrido.

## Response Mode Chips



### PRAISING.

You will express you are thankful for something your partner (s) said.

*Ex. "Thank you for sharing your information / ideas / facts / etc. with me. It has helped me to ...."*

Note. Praising what somebody has just said is similar to 'Appreciation'. When you praise something someone did you express your appreciation towards that person.



### SUMMARIZING.

You will restate, in your own words, something your partner (s) said.

*Ex. "So, what you mean is ....."*

Note. Summarizing what somebody said is similar to 'Paraphrasing'.



### GIVE AN IDEA.

You can:

- 1) Make a suggestion about something that could be done in relation to the topic.
- 2) Make a connection with: a) a book; b) your personal life; c) something that is currently happening somewhere in the world; etc.
- 3) Ask your partners about related things to the topic.



## Writing Success Contract. (1)

Name:.....

Witness:..... Date:.....

**\* What grade do you want to get in writing? Explain why.**

.....  
.....

**\* What do you promise to do about your writing assignments?**

1. Quality

(What does quality mean to you? Ex. Papers should be neat, teacher's requested length, legible handwriting, etc.)

.....  
.....  
.....

2. Deadlines

(What does a deadline mean to you? Are you going to turn your papers in on time? If not, how are you going to make up for turning your assignments late?)

.....  
.....  
.....

3. Resubmitting Papers:

(Are you willing to resubmit your papers until they meet teacher's A or B standards? How many times? How are you going to meet those standards – ex. working with a partner, parents, teacher, etc?)

.....  
.....  
.....

MARIA ISABEL GARCIA GARRIDO



## Writing Success Contract. (2)

Name:.....

Witness:..... Date:.....

### 3. Spelling mistakes.

How are you going to improve your spelling mistakes? Ex. 1) Reading more often; 2) paying attention to what I write and if I do not know a word I'll look it up in the dictionary or ask my teacher or a partner; 3) studying homophones, etc.

.....  
.....  
.....  
.....

### 4. Understanding

(What is your understanding of the responsibility that you are holding when you sign this contract? Ex. I do understand if my papers are not neat, if I do not turn them in on time and if I do not avoid spelling mistakes I will not get an A or a B in writing.)

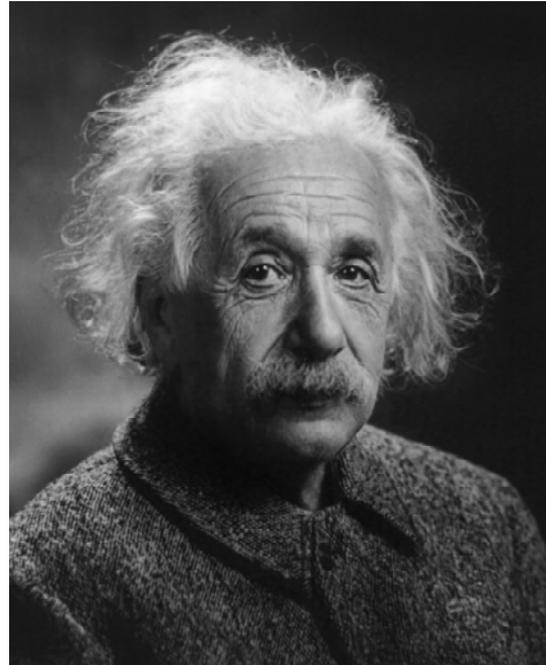
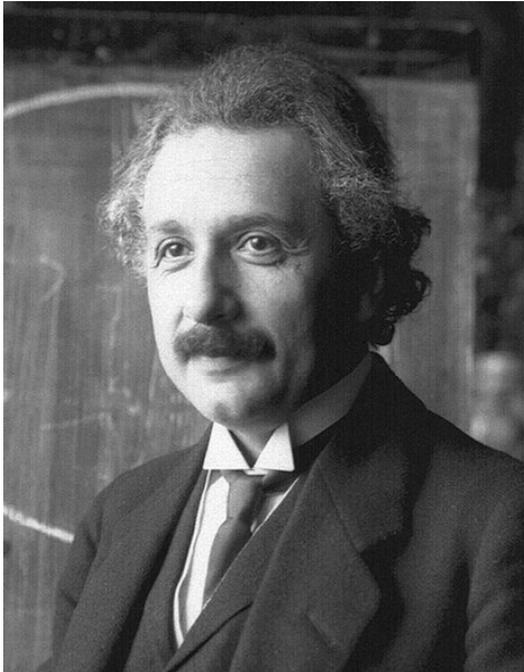
.....  
.....  
.....  
.....  
.....  
.....

### **\* Parents' signature and comments.**

.....  
.....  
.....  
.....  
.....

**Closing Story. Quote.****Albert Einstein**

Albert Einstein (14 March 1879 – 18 April 1955) was a German-born theoretical physicist. He is best known for his theory of relativity and specifically mass–energy equivalence, expressed by the equation  $E = mc^2$ . Einstein received the 1921 Nobel Prize in Physics "for his services to Theoretical Physics, and especially for his discovery of the law of the photoelectric effect."



*"Discipline is the bridge between goals and accomplishments."*

*By Albert Einstein.*

MARIA ISABEL GARCIA GARRIDO





## LESSON NUMBER: 41

➤ **TOPIC OF THE LESSON:**

Learn about Personal Narrative Writing. (1)

➤ **CONTEXT:**

“Write a Personal Narrative Essay about your first day of school this year.” (1)





**TOPIC OF THE LESSON:** Learn about Personal Narrative Writing. (1)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a Personal Narrative Essay about your first day of school this year.”  
(1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 41

---

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to develop positive self-esteem by increasing awareness of their significant life experiences.

**1.2. Language Objectives:**

- Students will be able to learn about the basic components of Personal Narrative Writing.

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

---

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Role play and impersonating; 1.2. Corners, 2. Modeling; 3. Independent practice.

---

**3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**1.2. Introductory Set:**

*Review of previous lesson:*

- ✓ ***Review Questions:*** Ask questions like: 1. In a ‘Success Contract’ you are held responsible for your own grade. T / F. (answer: T) 2. Why do you think your success in life depends mainly in your own actions? 3. What type of goal do you think a ‘Success Contract’ is? (Answer: Most likely, if done during a quarter, a short term goal.)

- ✓ ***Student Self-assessment:***

☞ ***Introductory Activity:*** “Famous Movies / Books.”

☞ ***Cooperative Strategies:*** *Role Play and Impersonating.*

☞ ***Description:*** Teacher will make it interesting by:

- Providing students with the names and images of famous movies / books they will have to role play and impersonate. Teacher will also provide students with cards that read: 1) Who; 2) When; 3) Where ; 4) Why? and 5) Title. The procedure will be:
  - 1) The pictures of the books/movies will be inside of an envelope. Without looking, each student in the group will get a picture from it. Note: Teacher will have previously cut them and make sure there is a different picture for each member of the group.
  - 2) Students will be taking turns role playing and impersonating their books/movies. Each picture has a number on the left upper corner; this number will determine the order the movies/books have to be put into play. While performing, they can not talk; they will have to mimic or draw pictures on their erasable white boards in order to give away the clues that will lead their partners to guess what the movie or book is.
  - 3) The rest of the students, who are not performing, will be writing the answers to the questions: 1) Who; 2) When; 3) Where ; 4) Why? and 5) Title. Once they have filled out all those questions, they will place their card on the center of the group and will say: “time”. The rest of the students in the group will hurry to place their cards on top of the first player’s card (the one who just shouted ‘time’). Points will be given accordingly: 6 points for the first place, 3 points for the second place, 2 points for the third place and 1 point for the fourth place. The winner of the game is the person with the most points.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to begin learning about Personal Narrative Essay. In this type of essay you talk about something that has happened to you; that’s why it is called ‘personal’”.

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you understand the main components of a personal narrative essay.”

☞ A.3. Why is this important?

“It is important because you will be able to remember there are at least 4 main elements that have to be present when you are writing a personal narrative: 1) Who; 2) When; 3) Where ; 4) Why?”.

☞ A.4. What are the students going to do?

“Today you will begin gathering information for your personal narrative essay titled: “My first school day this year”.”

### ***B. Teacher will model the activities.***

Teacher will use transparencies titled “Personal Narrative Essay” to inform students about the main components of this type of essay. Teacher will read out loud all those pages, one by one. Teacher will be asking questions to enhance students understanding.

### ***C. Students Practice.***

☞ **Activity:** “My first school day this year.”(Part 1. Fill out the graphic organizer)

☞ **Cooperative Strategies:** Corners

☞ **Description:**

- 1) First, teacher will display one card in each of the four corners of the room. The four cards will be: 1) who; 2) when; 3) where and 4) why.

- 2) Second, teacher will invite students to pick a corner and go there. Teacher will have to make sure there are students in each one of the four corners.
- 3) Third, teacher will tell students they are going to create, as a whole class, an imaginary personal narrative.
- 4) Fourth, using the transparency: “Personal Narrative Essay (2)”, teacher will model how to write a personal narrative. For this purpose, teacher will invite the students in the corner “who” to say who the main character will be. Teacher will continue with the three other corners. Teacher can repeat this process several times to make sure students understand the main components of a personal narrative.
- 5) Fifth, teacher will invite students to fill out their own page. (Teacher will provide students with a copy of the transparency “Personal Narrative Essay (2)”. Teacher will remind students about the title of their composition so they gather the appropriate information.

### **3.4. Closure of the lesson:** (cover all objectives)

#### ***A. Repeat overall big picture of what students were supposed to learn.***

When writing a Personal Narrative Essay you will always include at least these 4 components: 1) who; 2) when; 3) where and 4) why. That will help you talk about something that happened in your life in a way that will be clear for any reader.

#### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

What are the main four components that have to be present in any Personal Narrative Essay? Can you explain why this is important?

#### ***C. Add a closing story or interesting fact.***

☞ Closing Story: Joke. (See visual).

☞ Game:

#### *Missing Child (passive)*

One player stands blindfolded in the centre of the room. Have the other children stand in a circle or a line. Have the children switch places in the circle and take one

person out of the room. Then unblindfold the child in the centre, and give him one minute to name the missing player. Let the person who was removed now be blindfolded.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning about how to compose an organized and structured personal narrative essay”.

.....

#### **4. Assessment:**

##### **4.1. Informal:**

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### **❖ *Bloom’s Taxonomy:***

##### ➤ 1. Knowledge

✓ 1. Which is true or false:

1. In a ‘Personal Narrative Essay’ you have to include at least 4 basic components. They are: 1) who; 2) when; 3) where; 4) why. T / F. (answer: T)

##### ➤ 2. Comprehension

✓ 1. Why do you think your compositions are easily understood by readers when you include those 4 components?

##### ➤ 3. Application

✓ 1. Can you think of any other situation where you will benefit from including those 4 components?

##### ➤ 4. Analysis

✓ 1. How could a structured Personal Narrative Essay be of a better quality than one which does not follow any type of organization or structure?

##### ➤ 5. Synthesis

✓ 1. Can you develop a new format for a 'Personal Narrative Essay'?

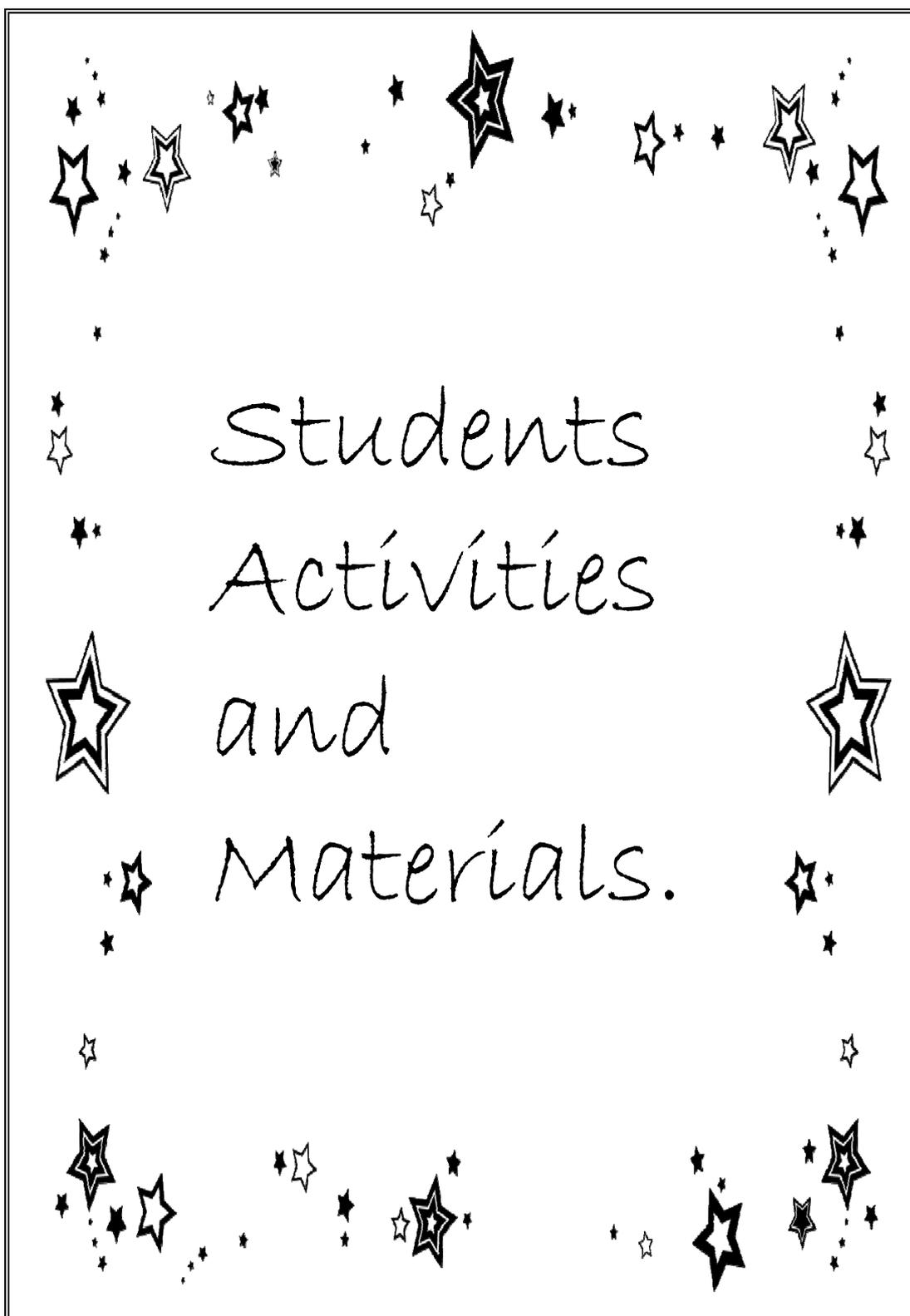
➤ 6. Evaluation

✓ 1. If you were the teacher, would you advise your students to follow the structure that we learned today?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

**Introductory Activity.**

<p><b>1. WHO?</b> .....</p> <p><b>2. WHEN?</b> (<i>when did it happen?</i>) .....</p> <p><b>3. WHERE?</b> (<i>where were the characters at?</i>) .....</p> <p><b>4. WHY?</b> (<i>why did it happen?</i>) ..... ..... .....</p> <p><b>TITLE:</b> ..... .....</p>	<p><b>1. WHO?</b> .....</p> <p><b>2. WHEN?</b> (<i>when did it happen?</i>) .....</p> <p><b>3. WHERE?</b> (<i>where were the characters at?</i>) .....</p> <p><b>4. WHY?</b> (<i>why did it happen?</i>) ..... ..... .....</p> <p><b>TITLE:</b> ..... .....</p>
<p><b>1. WHO?</b> .....</p> <p><b>2. WHEN?</b> (<i>when did it happen?</i>) .....</p> <p><b>3. WHERE?</b> (<i>where were the characters at?</i>) .....</p> <p><b>4. WHY?</b> (<i>why did it happen?</i>) ..... ..... .....</p> <p><b>TITLE:</b> ..... .....</p>	<p><b>1. WHO?</b> .....</p> <p><b>2. WHEN?</b> (<i>when did it happen?</i>) .....</p> <p><b>3. WHERE?</b> (<i>where were the characters at?</i>) .....</p> <p><b>4. WHY?</b> (<i>why did it happen?</i>) ..... ..... .....</p> <p><b>TITLE:</b> ..... .....</p>



1. **WHO?** Peter Benjamin Parker --- Spiderman.
2. **WHEN?**
3. **WHERE?** New York.
4. **WHY?** To save the world from villains.
5. **TITLE:** Spiderman



1. **WHO?** Bruce Wayne -- Batman.
2. **WHEN?**
3. **WHERE?** Gotham City
4. **WHY?** To save the world from villains.
5. **TITLE:** Batman

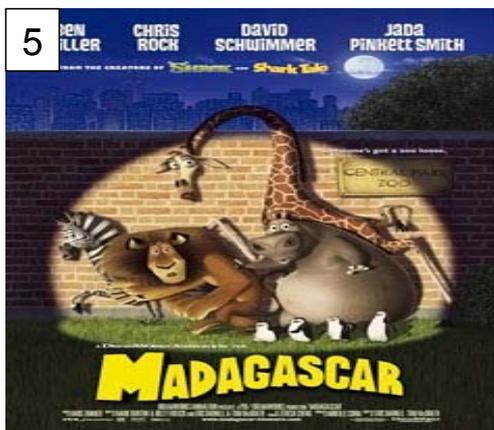


1. **WHO?** 1. Mister Fantastic (Reed Richards), 2) Invisible Girl (Susan Storm), 3)The Human Torch (Johnny Storm), 4) The Thing (Ben Grimm), --- **Fantastic Four.**
2. **WHEN?**
3. **WHERE?** Baxter Building --New York.
4. **WHY?** To save the world from villains.
5. **TITLE:** Fantastic Four

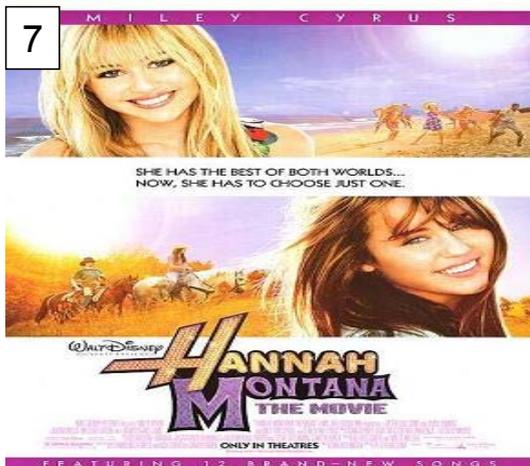


Hogwarts school, as depicted in the first film

1. **WHO?** Harry Potter.
2. **WHEN?** While attending school.
3. **WHERE?** London
4. **WHY?** Learn how to become a wizard at Hogwarts School of Witchcraft and Wizardry.
5. **TITLE:** Harry Potter



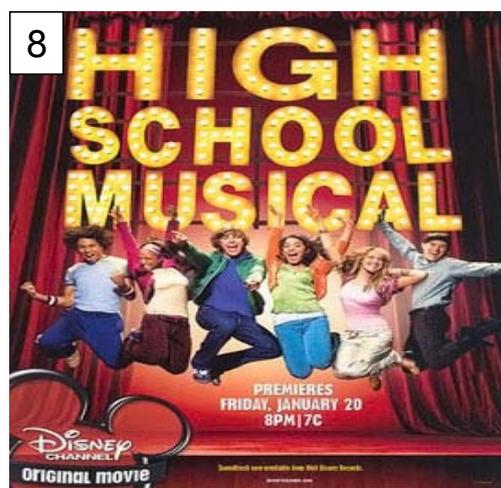
1. **WHO?** Marty (Zebra), Alex the (lion), Gloria (hippo) and Melman (giraffe)
2. **WHEN?** Marty, the zebra, is celebrating his tenth birthday.
3. **WHERE?** Central Park Zoo --New York and the island of Madagascar.
4. **WHY?** To escape the zoo in order to find wide-open spaces where to run.
5. **TITLE:** *Madagascar*



1. **WHO?** Miley Stewart – Hannah Montana.
2. **WHEN?**
3. **WHERE?** in Columbia, Tennessee and Los Angeles, California.
4. **WHY?** Stop leading her double life.
5. **TITLE:** *Hannah Montana*.



1. **WHO?** Bella and Edward.
2. **WHEN?** While attending high school.
3. **WHERE?** Forks, a small town on Washington state.
4. **WHY?** To save Bella from the vampire who wants to eat her.
5. **TITLE:** *Twilight*



1. **WHO?** Troy and Gabriella.
2. **WHEN?** While attending high school
3. **WHERE?** East High School in Albuquerque, New Mexico
4. **WHY?** To participate in a scholastic decathlon and a basketball game. – Singing.
5. **TITLE:** *High School Musical*.

Personal Narrative Essay. Transparencies.

# PERSONAL NARRATIVE ESSAY

## STRUCTURE

1. The title
- \* Hook. (see document about hooks)
2. Setting: *who? when? where? why?*
3. Chronological order.
4. Personal thoughts/reactions.
5. Paragraphing is used.
6. Concluding comments.



## LANGUAGE

1. **PAST TENSE** (*she yelled, it nipped, she walked*).
2. **TIME CONNECTORS** : *next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.*
3. **VERBS** (action words).
4. **ADVERBS** (which describe or add more detail to verbs).
5. **HUMOUR.**
6. **PERSONAL PRONOUNS** (*I, we*) are used.
7. **FIGURATIVE LANGUAGE** (*alliteration, onomatopoeia, simile, metaphor, personification*) may be used.
8. **Sentences create tension/excitement.** Descriptive details provide information (*He was a skinny boy with a blue shirt, red sneakers and long tied back hair*).

# PERSONAL NARRATIVE ESSAY (2)

Use this checklist to help you remember everything that you need to include in your personal narrative.

## STRUCTURE (1)



### 1. The title

.....

.....

### 2. Setting:

#### 2.1. WHO?

(*who were you with?* Who are the people who were involved in the event? Were you by yourself or were you with your friends, teacher, parents, etc? Write, on the lines below, all those people.?)



.....

.....

#### 2.2. WHEN? (*when did it happen?*)

.....

.....



#### 2.3. WHERE? (*where were you at?*)

.....

.....



#### 2.4. WHY? (*why did it happen?*)

.....

.....



**Closing Story. Joke.****Discussing Grades**

A high-school student came home from school seeming rather depressed.

"What's the matter, son," asked his mother.

"Aw, gee," said the boy, "It's my grades. They're all wet."

"What do you mean 'all wet?'"

"I mean," he replied, "below C-level."





## LESSON NUMBER: 42

➤ **TOPIC OF THE LESSON:**

Learn about Personal Narrative Writing.(2)

➤ **CONTEXT:**

“Write a Personal Narrative Essay about your first day of school this year.” (2)





**TOPIC OF THE LESSON:** Learn about Personal Narrative Writing. (2)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a Personal Narrative Essay about your first day of school this year.”  
(2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 42

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Same of previous lesson

#### **1.2. Language Objectives:**

- Same of previous lesson

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Role play and impersonating; 1.2. Corners, 2. Modeling; 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

#### **1.3. Introductory Set:**

*🌀 Review of previous lesson:*

✓ Review Questions: Ask questions like: 1). Which is true or false: In a ‘Personal Narrative Essay’ you have to include at least 4 basic components. They are: a) who; b) when; c) where; d) why. T / F. (answer: T) 2). Why do you think your compositions are easily understood by readers when you include those 4 components?

✓ Student Self-assessment:

🌀 **Introductory Activity:** “Similes.”

🌀 **Cooperative Strategies:** *One Stray*.

🌀 **Description:** Teacher will make it interesting by:

- Providing students with different simile cards they will have to match.
- Components: There are 20 different pages forming 10 pairs. On one part of the pair, students can find 16 numbered cards and half of the sentence that completes a simile. On the other part of the pair, students can find picture cards, which illustrate each simile, and the rest of the sentence. We recommend laminating all the pages so students can play the game several times. The procedure will be:
  - 1) Teacher will explain students what similes are: “A comparison of two unlike things using the word 'like' or 'as'. A is “like” or “as” B. Ex. "Your eyes are like the sun”.
  - 2) Teacher will provide each group with one pair of pages that are a match. A total of 32 cards (16 numbered cards + 16 picture cards). Teacher will have previously cut all the cards and placed them in two different plastic bags (one for the numbered cards and another one for the pictures cards).
  - 3) Teacher will call “Stray” (see below for an explanation of this strategy). Students will work in their groups finding the matches. Teacher will give students some time to match their cards. Teacher will time it using music.
  - 4) When time is over, teacher will invite students to check the answer sheet and see how they did.
  - 5) Students will trade their pair of cards with another group and will repeat the procedure described above.
  - 6) We recommend playing the game a couple of times so students get a chance to see all the similes cards. In addition, we encourage the teacher to invite the students to play this game at a different time. Ex. A) When some of the students are done with an activity before the whole class is finished with it. B) During guided reading or independent reading time; etc.

### One Stray

1. Students sit in their teams and share information on a topic.
2. Student A stands up. The remaining three teammates remain seated but raise their hands.
3. Teacher calls stray.
4. Student A strays to a team that has their hands up.
5. Teams lower their hands when a new member joins them.
6. Students work in their new teams to share information tested or to solve problems.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we are going to continue learning about Personal Narrative Essay. In this type of essay you talk about something that has happened to you; that’s why it is called ‘personal’”.

☞ A.2. What would the students be able to do at the end of the lesson?

“This lesson will help you not only to learn about a figurative language device you can use in your compositions (similes), but also to organize your ideas and have a better understanding of how to compose a personal narrative essay.”

☞ A.3. Why is this important?

“It is important because you will be able to have a better grasp of how to organize and compose a personal narrative essay”.

☞ A.4. What are the students going to do?

“Today you will continue gathering information for your personal narrative essay titled: “My first school day this year”.”

### ***B. Teacher will model the activities.***

Teacher will use transparencies titled “Personal Narrative Essay” (3-5) to help students understand how to structure their compositions. Teacher will pay special attention to the elements that are mentioned below. Teacher will make comments / explanations similar to the ones that appear below. Moreover, teacher will encourage students to participate in

the definition and description of each element and give their own explanations and examples.

1) *Organizing information following a chronological order:*

Following a chronological order helps the reader to comprehend the way a particular situation evolved. It is like watching a movie from beginning to end without anybody telling you what happens in the next scene.

2) *Personal thoughts / reactions:*

When we express the way we felt in a particular moment that helps the reader understand how important the event that we are retelling really was.

3) *Paragraphing:*

It is important to organize our essays in a way that is appealing to the eye. When you write an essay without leaving any type of division it becomes hard to read. The reader finds it hard to locate where one idea begins and ends. You should always pay attention to the organization and presentation of your composition because it could be what may make somebody feel like reading your essay. Just think about when you see on TV the way famous chefs present their food. Have you noticed it looks like it is just ready for a picture? Don't you feel more like eating then? The same thing happens to your essays; when you use paragraphing they are more appealing to the readers' eyes.

4) *Concluding Comments:*

When you write your final comments you are just helping the reader to remember everything that he/she read without re-reading everything again. You should include a couple of sentences (don't make it more than 4-5) that comprises the big idea of the story you just told. After that, you should include an ending 'hook':

1. Rhetorical question: Ex. Don't you think, after all I've told you, that was a great day?
2. Definition: Ex. Happiness, when you feel you are floating on top of a cloud; the heaven I was in for that day.
3. Quote: You can just mention what somebody said; something that to you was the most significant thing that was said during the time of the event.
4. Exaggeration: Ex. That day could have been included in the record Guinness book as the best day ever!!!
5. Words in capitals, bold, print or italics: If you are going to use this hook just try to think about a couple of words (3-5) that are really significant and that portray the main idea of your story.
6. Addressing the reader: Ex. "I'm sure you may feel like ...."
7. Exclamation: Ex. Wow! That truly was the best day ever!
8. Onomatopoeia: Ex. Tic-tac, tic-tac, that was the .....

9. Thought shot: Really? Is the day over? How did such a great day come to its end?
10. Funny story: Ex. And the frog was not the prince ... not even after that kiss.
11. Describing: Describe an element, person, object or place that is most significant to the story you just told.

5) *Language:*

5.1. Past Tense: Teacher should remind students they are retelling something that happened to them in the past. Therefore, they should use the past tense.

5.2. Connectors: Teacher could write a couple of connectors on the overhead and invite students to use them to join sentences.

5.3. Details: Teacher should invite students to think about the details that surrounded the event they are describing in their essay. If possible, they should include humor; after all, who doesn't feel like laughing?

5.4. Inclusive pronouns: The majority of the pronouns used should be "I" and "we". Remember it is a 'personal narrative' so you are talking about something that happened to: a) you – (you being by yourself) "I". Ex. I was ...."or b) to you -- (while being with others) "We". Ex. We were .....

**C. Students Practice.**

☞ **Activity:** "My first school day this year.(2)"(Part 2. Fill out a graphic organizer).

☞ **Cooperative Strategies:** Find the Fib.

☞ **Description:**

- 1) First, students should fill out the pages titled "Personal Narrative Essay" (3-5). Teacher should encourage students to fill them out in a very schematic way. These pages should be used as a guide to help them remember what to write about when they are finally writing their personal narrative essay.
- 2) Second, when finished filling out those pages, students will share with the rest of the class using the cooperative strategy Find the Fib.

**3.4. Closure of the lesson:** (cover all objectives)

**A. Repeat overall big picture of what students were supposed to learn.**

When writing a Personal Narrative we have to make sure our essay has a strong structure. For that matter, we have to make sure that: 1) The information follows a *chronological*

order; 2) that we include *Personal thoughts / reactions*; 3) that we use appropriate *Paragraphing*; 4) that we end our composition with *Concluding Comments* and 5) that we pay special attention to the *Language* that we use.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

What are the some of the elements that we have to pay attention to if we want our composition to have a good structure? Can you explain why it is important that our essays are well organized and structured?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Joke. (See visual)

☞ Game:

*Mouse Trap (circle/active)*

The group needs to be split into 2 groups. One group is the trap and the other are mice. The trap stands in a circle holding hands in the air. The leader should not be facing the group. The mice have to run through the trap. When the leader yells, "MOUSE TRAP", the trap lowers their arms. Whoever is inside the trap at this point is caught and becomes a part of the trap. The last mouse left is the winner. At this point the 2 groups should switch roles.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to finish writing your personal narrative essay titled “My first day of school this year”.

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy***:

➤ 1. Knowledge

✓ 1. Which is true or false:

1. In a 'Personal Narrative Essay', when you tell the events in a chronological order you mention first what happened at 7 p.m., next what happened at 3 p.m. and finally what happened at 9 p.m. T / F. (answer: F)
2. When writing your 'Personal Narrative Essay' you should always use the future tense. T / F. (answer: F)
3. When connecting sentences and paragraphs you should use connectors. T / F. (answer: T)
4. You should always use inclusive personal pronouns like "I" and "we". T / F. (answer: T)

➤ 2. Comprehension

- ✓ 1. Why do you think your compositions are easily understood by readers when they have an organized and clear structure?
- ✓ 2. Why do you think it is important that we include concluding comments in our essays?

➤ 3. Application

- ✓ 1. Can you think of any other situation where you will benefit from presenting a paper that has a clear an organized structure?

➤ 4. Analysis

- ✓ 1. What are some of the problems that you find in composing a well organized and structured essay?
- ✓ 2. Could you identify what could be the key factors that could make this type of composition difficult to write?

➤ 5. Synthesis

- ✓ 1. Could you devise your own way to compose structured and organized texts?
- ✓ 2. Could you compose a song that would help you remember all the elements that have to be present in a 'Personal Narrative' essay that is well organized and structured?

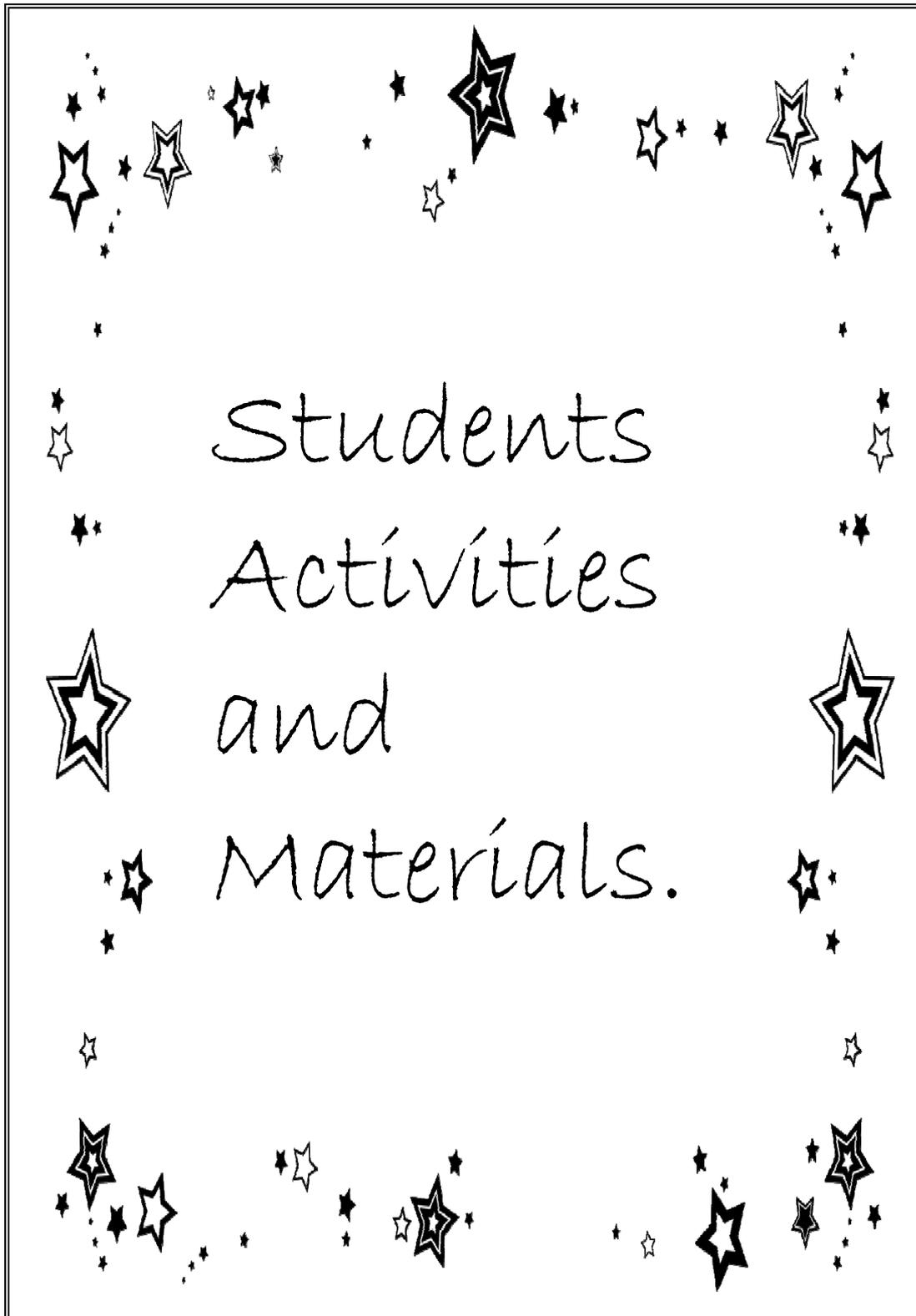
➤ 6. Evaluation

- ✓ 1. How effective do you think connectors really are?
- ✓ 2. Is there a better way of composing 'Personal Narrative' essays?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

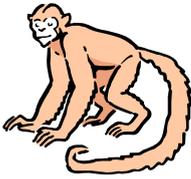
4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



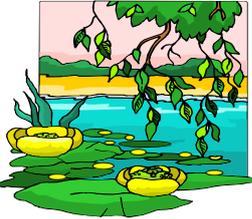
Students  
Activities  
and  
Materials.

**Introductory Activity.**

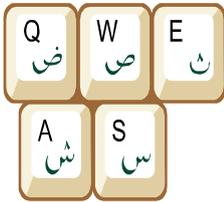
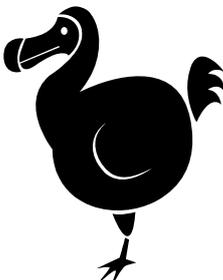
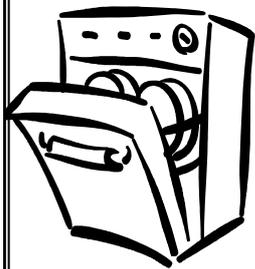
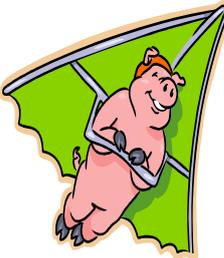
1. As agile as a .....	2. As alike as .....	3. As bald as.....	4. As bald as .....
5. As bald as .....	6. As big as.....	7. As big as .....	8. As black as .....
9. As black as .....	10. As black as.....	11. As black as....	12. As blind as...
13. As blind as....	14. As bold as....	15. As brave as.....	16. As bright as .....

<p>....as a monkey.</p> 	<p>....as two peas in a pod.</p> 	<p>.... a baby's backside.</p> 	<p>..... a badger.</p> 
<p>....a coot</p> 	<p>.....a bus</p> 	<p>.....an elephant</p> 	<p>.....a sweep.</p> 
<p>.....as coal.</p> 	<p>...as one is painted</p> 	<p>.....as pitch.</p> 	<p>.....as a bat.</p> 
<p>....as a mole.</p> 	<p>..... as brass.</p> 	<p>....as a lion.</p> 	<p>.....as a button</p> 

17. As bright as .....	18. As bright as .....	19. As bright as .....	20. As busy as .....
21. As busy as .....	22. As busy as .....	26. As calm as .....	27. As clear as .....
28. As clean as .....	29. As clean as .....	30. As clear as .....	31. As clear as .....
32. As cold as .....	33. As common .....	34. As cool as .....	35. As crazy as .....

<p>..... a new pin</p> 	<p>..... a day</p> 	<p>..... the sun</p> 	<p>..... a beaver</p> 
<p>..... a bee</p> 	<p>..... a cat on a hot tin roof</p> 	<p>..... a mill pond</p> 	<p>..... as a bell</p> 
<p>..... a hound's tooth</p> 	<p>.....a whistle</p> 	<p>..... crystal</p> 	<p>..... mud</p> 
<p>..... ice</p> 	<p>..... dirt</p> 	<p>..... a cucumber</p> 	<p>..... a loon</p> 

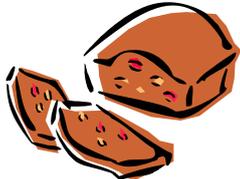
36. As cunning as.....	37. As cute as .....	38.As cute as .....	39. As dead as .....
40. As dead as .....	41. As deaf as .....	42. As delicate as .....	43. As dense as .....
44. As different as .....	45. As drunk as .....	46. As dry as .....	47. As dry as .....
48. As dull as .....	49. As easy as .....	51. As fat as .....	52. As fit as .....

<p>..... a fox</p> 	<p>..... a button</p> 	<p>..... a cup cake</p> 	<p>..... a doornail</p> 
<p>..... the dodo</p> 	<p>..... a post</p> 	<p>..... a flower</p> 	<p>..... a brick</p> 
<p>...a chalk from cheese</p> 	<p>..... a lord</p> 	<p>..... a bone</p> 	<p>..... dust</p> 
<p>..... dishwasher</p> 	<p>..... A.B.C.</p> 	<p>..... a pig</p> 	<p>..... a fiddle</p> 

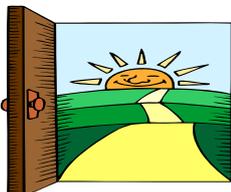
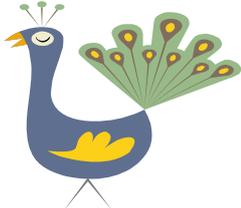
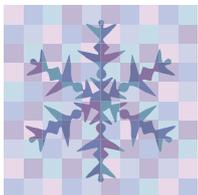
53. As flat as....	54. As free as ....	55. As fresh as .....	56. As funny as .....
57. As gentle as .....	58. As good as .....	59. As happy as .....	60. As happy as .....
61. As happy as .....	62. As happy as .....	63. As hard as ....	64. As high as ....
65. As hoarse as .....	66. As hot as ....	67. As hungry as .....	68. As hungry as .....

<p>..... as a pancake</p> 	<p>..... as a bird</p> 	<p>..... as a daisy</p> 	<p>..... as a balloon</p> 
<p>..... as a lamb</p> 	<p>..... as gold</p> 	<p>..... as a clown</p> 	<p>..... as a lark</p> 
<p>..... as Larry</p> 	<p>..... as a rat with a gold tooth.</p> 	<p>..... as nails</p> 	<p>..... as a kite</p> 
<p>..... as a crow</p> 	<p>..... as hell</p> 	<p>.....as a bear</p> 	<p>..... as a wolf</p> 

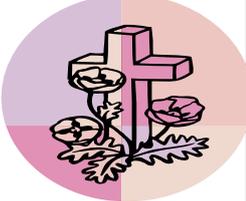
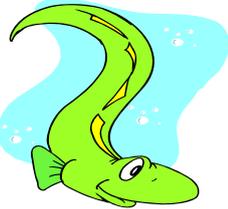
69. As innocent as .....	70. As keen as .....	71. As large as .....	72. As light as .....
73. As light as .....	74. As likely as .....	75. As lowly as .....	76. As mad as .....
77. As mad as .....	78. As mad as .....	79. As merry as .....	80. As modest as .....
81. As much use as .....	82. As naked as .....	83. As neat as .....	84. As nutty as .....

<p>..... a lamb</p> 	<p>..... mustard</p> 	<p>..... life</p> 	<p>..... a feather</p> 
<p>..... air</p> 	<p>..... not</p> 	<p>..... a worm</p> 	<p>..... a hatter</p> 
<p>..... a hornet</p> 	<p>..... the march hare</p> 	<p>..... a cricket</p> 	<p>..... a maiden</p> 
<p>..... a yard of pump water</p> 	<p>..... a baby</p> 	<p>..... pin</p> 	<p>..... a fruitcake</p> 

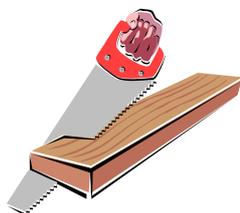
85. As obstinate as .....	86. As old as .....	87. As pale as .....	88. As patient as .....
89. As plain as .....	90. As pleased as .....	91. As poor as .....	92. As poor as .....
93. As pretty as .....	94. As proud as .....	95. As pure as .....	96. As pure as .....
97. As quick as .....	98. As quick as .....	99. As quick as .....	100. As right as .....

<p>..... a mule</p> 	<p>..... the hills</p> 	<p>..... death</p> 	<p>..... Job</p> 
<p>..... day</p> 	<p>..... Punch</p> 	<p>..... a church mouse</p> 	<p>..... dirt</p> 
<p>..... a picture</p> 	<p>..... a peacock</p> 	<p>..... snow</p> 	<p>..... the driven snow</p> 
<p>..... a wink</p> 	<p>..... lightning</p> 	<p>..... silver</p> 	<p>..... Rain</p> 

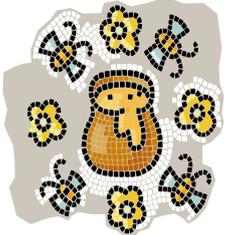
101. As round as.....	102. As round as .....	103. As round as .....	104. As safe as ....
105. As scarce as .....	106. As sensitive as .....	107. As sharp as .....	108. As sharp as .....
109. As sick as .....	110. As sick as .....	111. As silent as .....	112. As silent as .....
113. As silly as .....	114. As slippery as .....	115. As slow as .....	116. As slow as .....

<p>.....as a barrel</p> 	<p>..... as a circle</p> 	<p>..... as a sphere</p> 	<p>..... as houses</p> 
<p>..... as hen's teeth</p> 	<p>..... as a flower</p> 	<p>..... as a needle</p> 	<p>..... as a razor</p> 
<p>..... as a dog</p> 	<p>..... as a parrot</p> 	<p>..... as the dead</p> 	<p>..... as the grave</p> 
<p>..... as a goose</p> 	<p>..... as an eel</p> 	<p>..... as molasses</p>  <p>syrup</p>	<p>..... as a snail</p> 

117. As slow as.....	118. As slow as .....	119. As sly as .....	120. As smooth as .....
121. As snug as .....	122. As sober as .....	123. As soft as .....	124. As solid as .....
125. As solid as .....	126. As sound as .....	127. As sour as .....	128. As steady as .....
129. As sticky as .....	130. As stiff as .....	131. As still as .....	132. As straight as .....

<p>..... as a tortoise</p> 	<p>..... as a wet weekend</p> 	<p>..... as a fox</p> 	<p>..... as silk</p> 
<p>..... as a bug in a rug</p> 	<p>..... as a judge</p> 	<p>..... as a baby's bottom</p> 	<p>..... as a rock</p> 
<p>..... as the ground we stand on</p> 	<p>..... as a bell</p> 	<p>..... as vinegar</p> 	<p>..... as a rock</p> 
<p>..... as jam</p> 	<p>..... as a board</p> 	<p>..... as death</p> 	<p>..... as an arrow</p> 

133. As strong as .....	134. As stubborn as .....	135. As sturdy .....	136. As sure as.....
137. As sweet .....	138. As tall as .....	139. As tight as .....	140. As thick as .....
141. As thin as .....	142. As thin as .....	143. As timid as .....	144. As tough as .....
145. As tough as .....	146. As tough as .....	147. As tricky as .....	148. As welcome as .....

<p>.....</p> <p>an ox</p> 	<p>.....</p> <p>a mule</p> 	<p>.....</p> <p>an oak</p> 	<p>.....</p> <p>death and taxes</p> 
<p>.....</p> <p>honey</p> 	<p>.....</p> <p>a giraffe</p> 	<p>.....</p> <p>a drum</p> 	<p>.....</p> <p>a brick</p> 
<p>.....</p> <p>a rake</p> 	<p>.....</p> <p>a toothpick</p> 	<p>.....</p> <p>a rabbit</p> 	<p>.....as</p> <p>leather</p> 
<p>.....</p> <p>nails</p> 	<p>.....</p> <p>old boots</p> 	<p>as a box of monkeys</p> 	<p>.....</p> <p>a skunk at a lawn party</p> 

149. As white as	150. As white as	151. As white as	152. As wise as
153. As wise as			

<p>..... as a ghost</p> 	<p>..... as a sheet</p> 	<p>..... as snow</p> 	<p>..... as Solomon</p> 
<p>..... as an owl</p> 			

## Similes Answer Sheet.

SIMILE	MEANING
<b>A</b>	
1. As agile as a monkey	1. Identical or nearly so
2. As alike as two peas in a pod	2. Identical
<b>B</b>	
3. As bald as a baby's backside	3. completely bald
4. As bald as a badger	4. completely bald
5. As bald as a coot	5. completely bald
6. As big as a bus	6. very big
7. As big as an elephant	7. very big
8. As black as a sweep	8. completely black
9. As black as coal	9. completely black
10. As black as one is painted	10. super black
11. As black as pitch	11. completely black
12. As blind as a bat	12. completely blind
13. As blind as a mole	13. completely blind
14. As bold as brass	14. very bold
15. As brave as a lion	15. very brave
16. As bright as a button	16. very bright
17. As bright as a new pin	17. very bright and shiny
18. As bright as day	18. very bright and shiny
19. As bright as the sun	19. very bright and shiny
20. As busy as a beaver	20. very busy
21. As busy as a bee	21. very busy
22. As busy as a cat on a hot tin roof	22. very busy
<b>C</b>	
26. As calm as a millpond	26. very calm and still
27. As clear as a bell	27. very clear
28. As clean as a hound's tooth	28. very clean
29. As clean as a whistle	29. very clean

30. As clear as crystal	30. very clear
31. As clear as mud	31. not at all clear
32. As cold as ice	32. very cold
33. As common as dirt	33. very common, rude, vulgar
34. As cool as a cucumber	34. cool
35. As crazy as a loon	35. very crazy
36. As cunning as a fox	36. cunning
37. As cute as a button	37. very cute
38. As cute as a cup cake	38. very cute
<b>D</b>	
39. As dead as a doornail	39. dead
40. As dead as the dodo	40. dead, extinct
41. As deaf as a post	41. completely deaf
42. As delicate as a flower	42. very delicate
43. As dense as a brick	43. very dense
44. As different as chalk from cheese	44. very different
45. As drunk as a lord	45. completely drunk
46. As dry as a bone	46. very dry
47. As dry as dust	47. very dry
48. As dull as dishwater	48. dull, boring
<b>E</b>	
49. As easy as A.B.C.	49. very easy
50. As easy as pie	50. very easy
<b>F</b>	
51. As fat as a pig	51. very fat
52. As fit as a fiddle	52. very strong
53. As flat as a pancake	53. completely flat
54. As free as a bird	54. very free to go anywhere
55. As fresh as a daisy	55. very fresh
56. As funny as a balloon	56. very entertaining, very funny.

<b>G</b>	
57. As gentle as a lamb	57. very gentle
58. As good as gold	58. very good and obedient
<b>H</b>	
59. As happy as a clown	59. very happy
60. As happy as a lark	60. very happy
61. As happy as Larry	61. very happy
62. As happy as a rat with a gold tooth	62. very happy
63. As hard as nails	63. very tough in character
64. As high as a kite	64. very high
65. As hoarse as a crow	65. having a voice that is similar to a crow means -- deep and harsh sounding as if from shouting or illness or emotion.
66. As hot as hell	66. very hot
67. As hungry as a bear	67. very hungry
68. As hungry as a wolf	68. very hungry
<b>I</b>	
69. As innocent as a lamb	69. innocent, not worldly-wise
<b>J</b>	
70. As keen as mustard	70. very keen
<b>L</b>	
71. As large as life	71. conspicuously present
72. As light as a feather	72. very light
73. As light as air	73. very light
74. As likely as not	74. very light
75. As lowly as a worm	75. very lowly

<b>M</b>	
76. As mad as a hatter	76. completely crazy
77. As mad as a hornet	77. very angry
78. As mad as the march hare	78. very mad
79. As merry as a cricket	79. very happy
80. As modest as a maiden	80. very modest
81. As much use as a yard of pump water	81. very useful
<b>N</b>	
82. As naked as a baby	82. completely crazy
83. As neat as a pin	83. very neat
84. As nutty as a fruitcake	84. very nutty
<b>O</b>	
85. As obstinate as a mule	85. very obstinate, stubborn
86. As old as the hills	86. very, very old
<b>P</b>	
87. As pale as death	87. very pale or white in the face
88. As patient as Job	88. very patient
89. As plain as day	89. very clear
90. As pleased as Punch	90. very pleased
91. As poor as a church mouse	91. poverty-stricken
92. As poor as dirt	92. poverty-stricken
93. As pretty as a picture	93. very pretty
94. As proud as a peacock	94. very proud
95. As pure as snow	95. pure and innocent
96. As pure as the driven snow	96. pure and innocent
<b>Q</b>	
97. As quick as a wink	97. very quick(ly)
98. As quick as lightning	98. very quick(ly)

99. As quick as silver	99. very quick
<b>R</b>	
100. As right as rain	100. very right
101. As round as a barrel	101. very round
102. As round as a circle	102. very round
103. As round as a sphere	103. very round
<b>S</b>	
104. As safe as houses	104. very safe
105. As scarce as hen's teeth	105. very scarce
106. As sensitive as a flower	106. very sensitive
107. As sharp as a needle	107. very sharp
108. As sharp as a razor	108. very sharp
109. As sick as a dog	109. very sick
110. As sick as a parrot	110. To be very disappointed.
111. As silent as the dead	111. very silent
112. As silent as the grave	112. very silent
113. As silly as a goose	113. very silly
114. As slippery as an eel	114. very slippery
115. As slow as molasses	115. very slow
116. As slow as a snail	116. very slow
117. As slow as a tortoise	117. very slow
118. As slow as a wet weekend	118. very slow
119. As sly as a fox	119. very sly
120. As smooth as silk	120. very smooth
121. As snug as a bug in a rug	121. in a very comfortable position
122. As sober as a judge	122. sober
123. As soft as a baby's bottom	123. very soft
124. As solid as a rock	124. very solid
125. As solid as the ground we stand on	125. solid
126. As sound as a bell	126. very clear
127. As sour as vinegar	127. very sour
128. As steady as a rock	128. very steady
129. As sticky as jam	129. very sticky
130. As stiff as a board	130. completely stiff
131. As still as death	131. very still

132. As straight as an arrow	132. straight
133. As strong as an ox	133. very strong
134. As stubborn as a mule	134. very stubborn, obstinate
135. As sturdy as an oak	135. very strong and solid
136. As sure as death and taxes	136. absolutely certain to happen
137. As sweet as honey	137. very sweet
<b>T</b>	
138. As tall as a giraffe	138. very tall
139. As tight as a drum	139. very tight
140. As thick as a brick	140. very thick
141. As thin as a rake	141. very thin
142. As thin as a toothpick	142. very thin
143. As timid as a rabbit	143. Very timid
144. As tough as leather	144. very tough
145. As tough as nails	145. very tough
146. As tough as old boots	146. very tough
147. As tricky as a box of monkeys	147. very tricky
<b>W</b>	
148. As welcome as a skunk at a lawn party	148. not welcome at all
149. As white as a ghost	149. very pale or white in the face
150. As white as a sheet	150. pure white
151. As white as snow	151. pure white
152. As wise as Solomon	152. very wise
153. As wise as an owl	153. very wise

**Activity: “My first school day this year.”(2)**

First, fill out the pages titled “Personal Narrative Essay” (3-5). Remember you don’t have to write your story in those lines; this is a guide to help you remember what to write about when you are finally writing your personal narrative essay.

Second, when finished filling out those pages, you will share with the rest of the class using the cooperative strategy *Find the Fib*.

*Find The Fib*

1. Teammates write 3 statements: two true, one false.
2. One student on each team stands, then reads his or her statements to teammates.
3. Without consulting teammates, each student writes down his or her own best guess as to which statement is false.
4. Teammates discuss and reach consensus on their “best guess.”
5. Teammates announce their guess.
6. The standing student announces the false statement.
7. Students celebrate: If the team guessed correctly, the standing student claps for teammates. If the team was stumped and didn’t guess correctly, teammates clap for the standing student.
8. The next teammate stands to share. The process is repeated from Step 2.

# PERSONAL NARRATIVE ESSAY (3)

Use this checklist to help you remember everything that you need to include in your personal narrative.

## STRUCTURE (2)

### 3. Chronological order:

Make sure you tell all the events in a chronological order.

Example: Tell what happened at 7 a.m., next tell what happened at 8 a.m. and so on.



(First).....

.....

(Second / next).....

.....

(Third / after that).....

.....

### 4. Personal thoughts/reactions:

Here you have to talk about the way you felt. Describe it in detail. You can even quote your own thoughts at a particular time; just put them in quotation marks. If possible, use interjections to make your writing more vivid.

Ex. That activity was great. I was just telling myself: "Yeah, that's exactly what I felt like doing".

.....

.....

.....

.....



# PERSONAL NARRATIVE ESSAY (4)

Use this checklist to help you remember everything that you need to include in your personal narrative.

## STRUCTURE (3)



### 5. Paragraphing is used:

Remember to include very clearly differentiated paragraphs. Use a different paragraph for each idea. Provide supportive details that help the reader understand and see (with the eyes of the imagination) what you are trying to say. Skip 2 lines between paragraphs.

Title: .....  
(skip 2 lines)

Hook: .....  
(skip 2 lines)

Idea 1 (give many details)  
(skip 2 lines)

Idea 2 (give many details)  
(skip 2 lines)

Idea 3 (give many details)  
(skip 2 lines)

### 6. Concluding comments:

Summarize, in a few lines, what you described. You may add a final personal opinion about the whole event that you described. You may also end your story asking a question to the reader. Ex. "Don't you think now, after all that I have told you, this activity was the best one ever?"

.....  
.....  
.....  
.....



# PERSONAL NARRATIVE ESSAY (5)

Use this checklist to help you remember everything that you need to include in your personal narrative.

## LANGUAGE (1)

### 1. PAST TENSE.

Remember you are describing something that already happened. You have to use the past tense. Write below some past tense verbs that you want to use or have used:

.....

.....

.....



### 2. USE SENTENCE CONNECTORS.

Use words to link events: next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday. Write below some sentence connectors that you want to use or have used:

.....

.....

.....



### 3. DETAILS:

are chosen to add: 1) interest or 2) humor. Write below some details that you want to use or have used:

.....

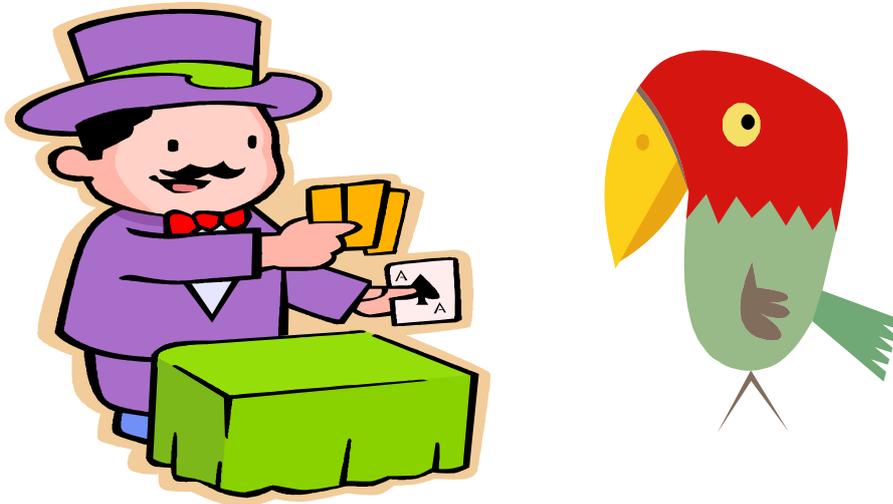
.....

.....

### 4. PERSONAL PRONOUNS:

(I, we) are used.

**Joke.**



### **The Magician and the Parrot**

A magician was working on a cruise ship in the Caribbean. The audience would be different each week, so the magician allowed himself to do the same tricks over and over again.

There was only one problem: The captain's parrot saw the shows every week and began to understand what the magician did in every trick. Once he understood that, he started shouting in the middle of the show.

"Look, it's not the same hat!" "Look, he's hiding the flowers under the table!" "Hey, why are all the cards the Ace of Spades?"

The magician was furious but couldn't do anything, it was the captain's parrot after all.

One day the ship had an accident and sank. The magician found himself on a piece of wood, in the middle of the ocean, and of course the parrot was by his side.

They stared at each other with hate, but did not utter a word. This went on for several days.

After a week the parrot finally said, "Okay, I give up. What'd you do with the boat?"



## LESSON NUMBER: 43

➤ **TOPIC OF THE LESSON:**

Learn about Personal Narrative Writing. (3)

➤ **CONTEXT:**

“Write a Personal Narrative Essay about your first day of school this year.” (3)





**TOPIC OF THE LESSON:** Learn about Personal Narrative Writing. (3)

**GRADE LEVEL:** 5TH Transitional.

**CONTEX:** “Write a personal narrative essay about your first day of school this year.”(3)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 43

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lesson and also:
- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### **1.2. Language Objectives:**

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Role play and impersonating; 1.2. Corners, 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.4. Introductory Set:**

☞ **Review of previous lesson:**

- ✓ **Review Questions:** Ask questions like: What is true or false: 1) In a ‘Personal Narrative Essay’, when you tell the events in a chronological order you mention first what happened at 7 p.m., next what happened at 3 p.m. and finally what happened at 9 p.m. T / F. (answer: F) 2) When writing your ‘Personal Narrative Essay’ you should always use the future tense. T / F. (answer: F) 3) When connecting sentences and paragraphs you should use connectors. T / F. (answer: T) 4) You should always use inclusive personal pronouns like “I” and “we”. T / F. (answer: T) 5) Why do you think your compositions are easily understood by readers when they have an organized and clear structure? 6) Why do you think it is important that we include concluding comments in our essays?

- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** “Metaphors.”

☞ **Cooperative Strategies:** *One Stray.*

☞ **Description:** Teacher will make it interesting by using the same procedure that was followed on the previous lesson for teaching about ‘similes’. This time students will be learning about metaphors.

- Providing students with different metaphor cards they will have to match.
- Components: There are 22 different pages forming 11 pairs. On one part of the pair, students can find 8 numbered cards that contain a metaphor. On the other part of the pair, students can find the meaning of that metaphor. We recommend teacher laminates all the pages so students can play the game several times. The procedure will be:
  - 1) Teacher will explain students what metaphors are: “A comparison of two unlike things using the words ‘is, are, was, were’. A “is, was” B or substitutes B for A”. Ex. “You are my sunshine” is a metaphor whereas “You are like the sun” is a simile.
  - 2) Teacher will provide each group with two pairs of pages that are a match. A total of 32 cards (16 metaphor cards + 16 meaning cards). Teacher will have previously cut all the cards and placed them in two different plastic bags (one for the numbered cards and another one for the pictures cards).

- 3) Teacher will call “Stray” (see below for an explanation of this strategy). Students will work in their groups finding the matches. Teacher will give students some time to match their cards. Teacher will time it using music.
- 4) When time is over, teacher will invite students to check the answer sheet and see how they did.
- 5) Students will trade their pair of cards with another group and will repeat the procedure described above.
- 6) We recommend playing the game a couple of times so students get a chance to see all the metaphor cards. In addition, we encourage the teacher to invite the students to play this game at a different time. Ex. A) When some of the students are done with an activity before the whole class is finished with it. B) During guided reading or independent reading time; etc.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

(Same of previous lesson)

“Today we are going to continue learning about Personal Narrative Essays. In this type of essay you talk about something that has happened to you; that’s why it is called ‘personal’”.

☞ A.2. What would the students be able to do at the end of the lesson?

(Same of previous lesson)

“This lesson will help you to not only learn about a figurative language device you can use in your compositions (metaphors), but also to organize your ideas and have a better understanding of how to compose a personal narrative essay.”

☞ A.3. Why is this important?

(Same of previous lesson)

“It is important because it will help you to learn about how to write about something that happened to you”.

☞ A.4. What are the students going to do?

“Today you will review everything that you have learned about how to compose a ‘Personal Narrative Essay’ and you will compose your own”.

***B. Teacher will model the activities.***

Teacher will review all the transparencies they have previously seen about ‘Personal Narrative Essay’. Teacher will ask questions, similar to the ones used in the two previous lessons, to make sure students understand what the components and structure of a ‘Personal Narrative Essay’ are.

***C. Students Practice.***

☞ **Activity:** “*My first school day this year.(3)*”

☞ **Cooperative Strategies:** Carousel Feedback.

☞ **Description:**

- 1) First, students will be writing their composition using the information they gathered during the two previous lessons on their graphic organizers.
- 2) Second, when finished, students will share with the rest of the class using the cooperative strategy Carousel Feedback.

***A. Repeat overall big picture of what students were supposed to learn.***

Review all the components of a ‘Personal Narrative Essay’ using the transparency that appears below.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Could you tell me something about the structure of a ‘Personal Narrative Essay’? What about the language that you are supposed to use?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Joke. (See visual)

☞ Game:

*Musical Roper/Hoops (circle/active)*

Equipment: music

This game is similar to musical chairs, but does not eliminate anybody. Scatter a number of hoops and ropes around the area in which you are playing the game. The number of ropes or hoops will vary with the number of people playing. Play music loud enough for everyone to hear and instruct them to move around (hop, skip, backwards, run etc.) When the music is stopped, the group must be holding onto one of the ropes or hoops. Each time the music stops you remove one hoop or rope until everyone is holding onto or standing inside one.

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue practicing ‘Personal Narrative essay’. You will also learn about ‘Emotional Intelligence’. You will begin gathering information for writing a ‘Personal Narrative Essay’ titled “How could I use my interpersonal skills to be happier?”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

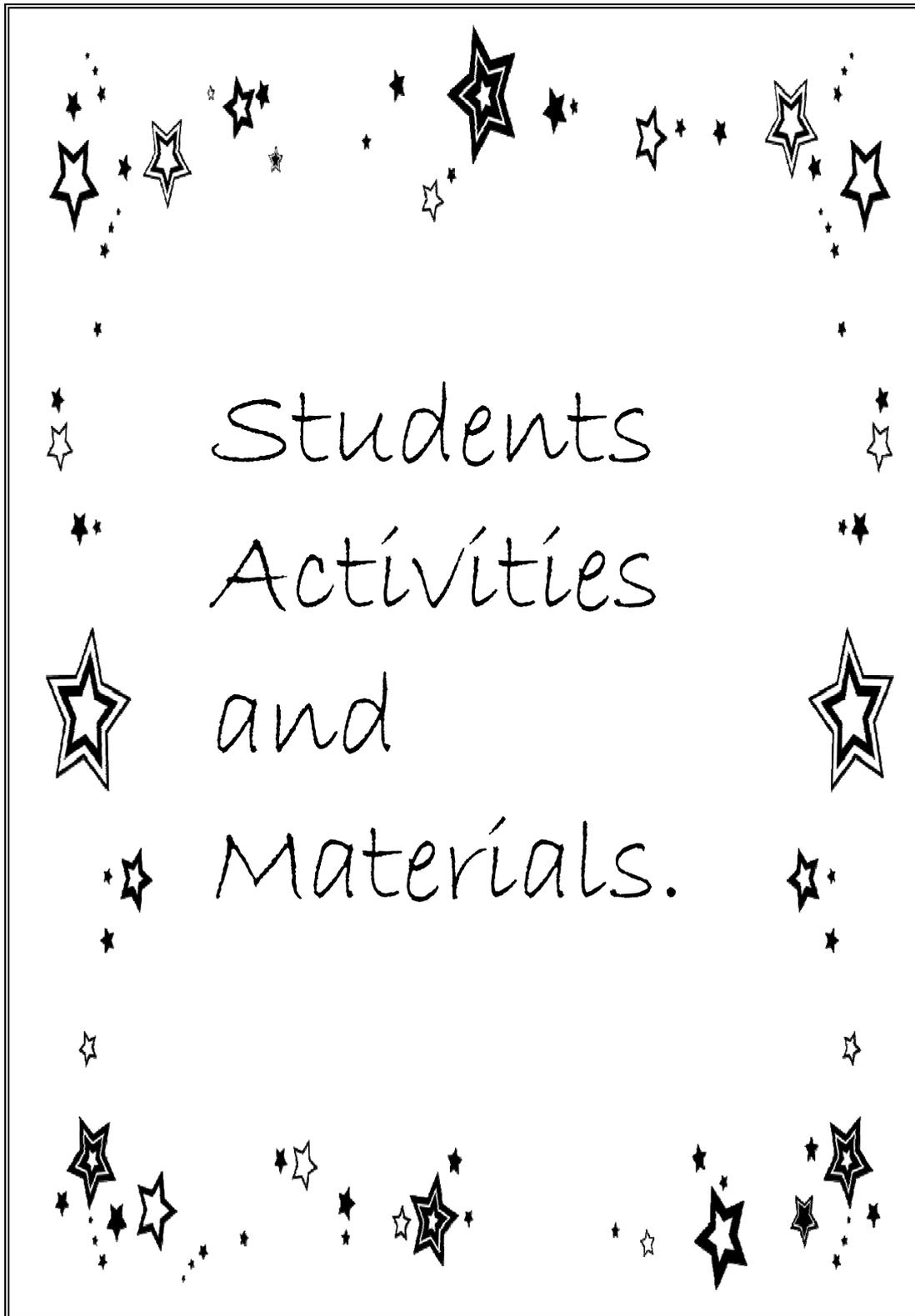
❖ ***Bloom’s Taxonomy:*** (Same one of previous lesson)

4.1.3. ***Student self assessment using Multiple Intelligences Theory.***

4.2. Formal:

4.2.1. ***Observation:*** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

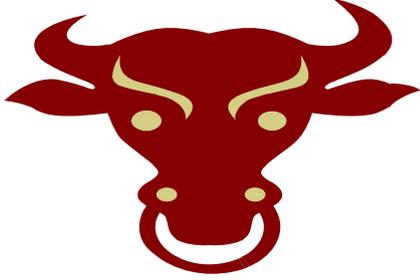
4.2.2. ***Essay Rubric.*** (Narrative Rubric. See below)



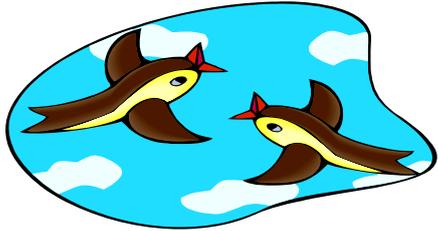
## Introductory Activity. Metaphors.

 <p>1. Be careful what you say because Tracy parrots things she hears.</p>	 <p>2. A man's home is his castle.</p>
 <p>3. Delaney is the sun in my life; she means everything to me.</p>	 <p>4. Mr. Hawkins shot down my idea to paint the wall with our school colors.</p>
 <p>5. The attorney began to grill the witness.</p>	 <p>6. Sam was a pig for eating so much for dessert!</p>
 <p>7. Uncle Pete was a mule as he wouldn't change his ways for anything.</p>	 <p>8. I'm dying to see that movie.</p>

<p>MEANING. Card Tracy repeats what she hears.</p>	<p>MEANING. Card A man can do whatever he wants in his home.</p>
<p>MEANING. Card Delaney is important to me.</p>	<p>MEANING. Card Mr. Hawkins said that my idea wouldn't work.</p>
<p>MEANING. Card The attorney asked several questions of the witness.</p>	<p>MEANING. Card Sam ate too much.</p>
<p>MEANING. Card Uncle Pete was stubborn.</p>	<p>MEANING. Card I'm excited about seeing the movie.</p>

 <p>9. Matt is such an airhead when it comes to remembering names.</p>	 <p>10. Jeffrey is an ox.</p>
 <p>11. Sean created a recipe for disaster in the actions he took.</p>	 <p>12. Kylie has such a bubbly personality that she has lots of friends.</p>
 <p>13. Will is a couch potato, so I'm surprised that he gets anything done.</p>	 <p>14. His mind is a sieve.</p>
 <p>15. Karen is my life.</p>	 <p>16. The bull was boiling mad.</p>

<p>MEANING. Card Matt is not too smart.</p>	<p>MEANING. Card Jeffrey is strong.</p>
<p>MEANING. Card 11 Sean's actions could cause a major problem.</p>	<p>MEANING. Card 12 Kylie is very outgoing and happy.</p>
<p>MEANING. Card Will is lazy.</p>	<p>MEANING. Card He forgets easily.</p>
<p>MEANING. Card 15:Karen is important.</p>	<p>MEANING. Card The bull was upset.</p>



17. Mikey's answers as to where he had been were hard to swallow.



18. Mike's mind was a computer; he knows just about everything.



19. That clever idea will be a vehicle for change at the school.



20. The full moon is a bright coin in the night.



21. The sun peeked over the mountain as we began our hike.



22. Zachary's boss was a beast and had no sympathy for anyone.

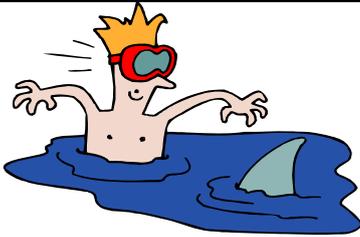


23. The story about the school's money woes is aging rapidly.



24. After math class, Chou's head was spinning from all the information that would be on the test.

<p>MEANING. Card Mikey's answers were not believable.</p>	<p>MEANING. Card Mike was very smart.</p>
<p>MEANING. Card It was such a great idea that it will actually improve the school.</p>	<p>MEANING. Card The moon shines in the dark night.</p>
<p>MEANING. Card It was morning and the sun was rising.</p>	<p>MEANING. Card Zachary's boss was mean.</p>
<p>MEANING. Card The story is getting boring.</p>	<p>MEANING. Card Chou was feeling confused.</p>



25. Dominic is a shark when it comes to his business dealings.



26. Tanya's baby is such an angel because all she does is eat and sleep.



27. Brad seems to be a catcher's mitt for trouble.



28. My dorm is a prison; I can't wait to live somewhere else.



29. The detective is working to plow through the rubble in the case.



30. At the recital, Olivia's fingers danced over the keyboard.



31. The awful dinner became a rock in my stomach.

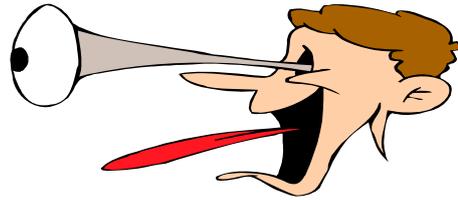


32. Jeremy clammed up when he thought others would tease him about his ideas.

<p>MEANING. Card Dominic is controlling and powerful.</p>	<p>MEANING. Card Tanya's baby is very good.</p>
<p>MEANING. Card Brad is always getting into trouble.</p>	<p>MEANING. Card I feel confined in my dorm room.</p>
<p>MEANING. Card The detective is going over the information to separate truth from lies.</p>	<p>MEANING. Card Olivia played the piano easily and beautifully.</p>
<p>MEANING. Card Dinner made me feel sick.</p>	<p>MEANING. Card Jeremy kept his ideas to himself.</p>



33. Corinne is always sowing seeds of happiness.



34. Her eyes lit up when she saw a new car was her sixteenth birthday present.



35. The new employee is very green, but that will change after a while on the job.



36. Bella's words of encouragement were music to my ears.



37. Mike's mind was a computer; he knows just about everything.



38. Jill had a rainbow of ideas.



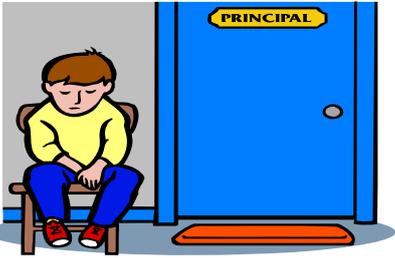
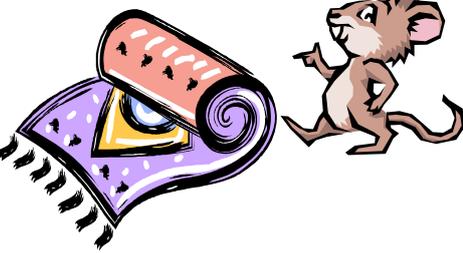
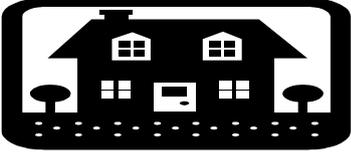
"I found the termites!"

39. Sean created a recipe for disaster in the actions he took.



40. Karen is my life.

<p>MEANING. Card Corinne likes to make people happy.</p>	<p>MEANING. Card She was excited about the new car.</p>
<p>MEANING. Card The new employee has a lot to learn.</p>	<p>MEANING. Card Bella's words of encouragement were just what I needed to hear.</p>
<p>MEANING. Card Mike was very smart.</p>	<p>MEANING. Card Jill had lots of good ideas.</p>
<p>MEANING. Card Sean's actions could cause a major problem.</p>	<p>MEANING. Card Karen is important.</p>

 <p>41. My pillow was a cloud after the long day.</p>	 <p>42. There was a blanket of snow on the ground when we woke up this morning.</p>
 <p>43. Brad is always getting into trouble.</p>	 <p>44. Joshua's brother is a rug rat.</p>
 <p>45. Uncle Pete was a mule as he wouldn't change his ways for anything.</p>	 <p>46. Melanie asked for a couple of days to digest the information before she gave Tom her answer.</p>
 <p>47. His mind is a sieve.</p>	 <p>48. Don and Shelley gave us a warm reception into their home.</p>

<p>MEANING. Card .The ground was covered with snow.</p>	<p>MEANING. Card . Brad seems to be a catcher's mitt for trouble.</p>
<p>MEANING. Card Brad is always getting into trouble.</p>	<p>MEANING. Card Joshua's brother is a little boy.</p>
<p>MEANING. Card Uncle Pete was stubborn.</p>	<p>MEANING. Card Melanie needed time to think about all the information.</p>
<p>MEANING. Card He forgets easily.</p>	<p>MEANING. Card Don and Shelley welcomed us into their home in a friendly way.</p>



49. Mike drives too fast and is a road hog.



50. Will is a couch potato, so I'm surprised that he gets anything done.



51. Marcy was feeling blue after her dog was hit by a car.



52. Our new neighbor is an ogre as he constantly yells at us.



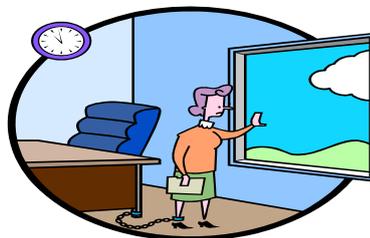
53. Jessica's eyes are homes of prayer.



54. The detective is working to plow through the rubble in the case.

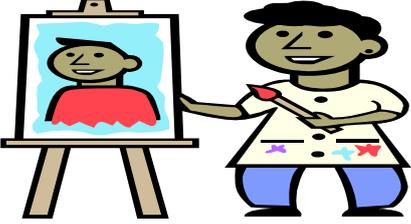
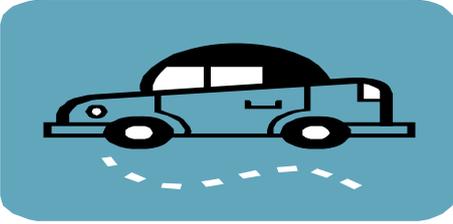


55. I'll never get to the party in time tonight because traffic is murder.

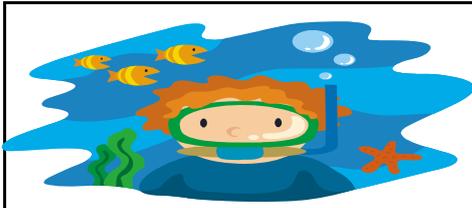


56. The man was a drifter, never staying too long in one place.

<p>MEANING. Card Mike drives all over the road.</p>	<p>MEANING. Card Will is lazy</p>
<p>MEANING. Card Marcy was sad.</p>	<p>MEANING. Card The neighbor is mean.</p>
<p>MEANING. Card jessica's a prayerful person and one can figuratively see that in her eyes.</p>	<p>MEANING. Card The detective is going over the information to separate truth from lies.</p>
<p>MEANING. Card Traffic was so slow, awful, and bothersome.</p>	<p>MEANING. Card The man traveled from place to place, or thing to thing.</p>

 <p>57. The con artist used lies to lure his victims.</p>	 <p>58. Mikey's answers as to where he had been were hard to swallow.</p>
 <p>59 Whenever Mark sees a poor person, a fire burns in his soul to do something to help.</p>	 <p>60 Steve is the rock in the family no matter what crisis they are facing.</p>
 <p>61 The Internet is an information highway where you can find out specifics on just about anything.</p>	 <p>62 That baby is the light of my life.</p>
 <p>63 The fog was a blanket covering the road.</p>	 <p>64 The car is a dinosaur so we better buy a new one.</p>

<p>MEANING. Card .The con artist was good at what he did.</p>	<p>MEANING. Card Mikey's answers were not believable.</p>
<p>MEANING. Card Mark gets excited to help.</p>	<p>MEANING. Card Steve is a strong person who guides the family.</p>
<p>MEANING. Card Almost anything you need to know can be found on the World Wide Web.</p>	<p>MEANING. Card The baby is important to me.</p>
<p>MEANING. Card The fog was thick.</p>	<p>MEANING. Card The car is very old.</p>



65 The teenagers were fish in the water, having grown up on a lake.



66 The night is growing old and yet I have so much homework left to do!



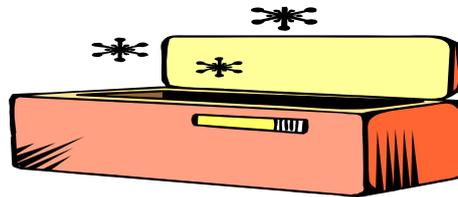
67 It's a dog's life here on this gorgeous island while on vacation.



68 He kept his thoughts bottled up inside of him because he was uncomfortably shy.



69 Rich was a skunk after saying those terrible things.



70 The room became an icebox every time the air conditioning went on.

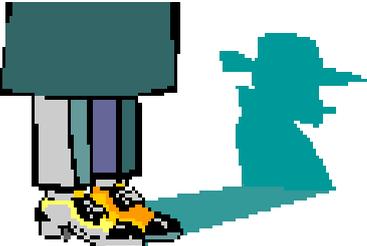


71 I am a sword when I speak to those I don't like.

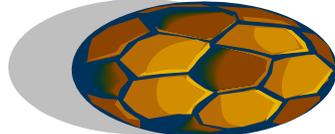
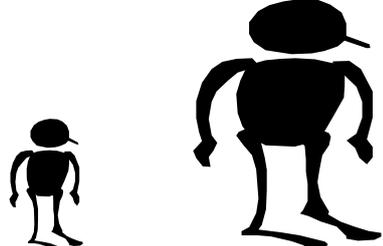


72 My legs turned to rubber as I walked onto the stage to give my speech.

<p>MEANING. Card The teenagers loved the water and swam</p>	<p>MEANING. Card It was getting late.</p>
<p>MEANING. Card Life is easy in the sense that one is having a good day.</p>	<p>MEANING. Card He was so shy that he did not share his thoughts.</p>
<p>MEANING. Card No one wanted to be with Rich because he was a traitor.</p>	<p>MEANING. Card It is cold in the air conditioned room.</p>
<p>MEANING. Card I am cruel to others.</p>	<p>MEANING. Card I was nervous.</p>

 <p>73 The pitcher on our hometown team is at the height of his career.</p>	 <p>74 The full moon is a bright coin in the night.</p>
 <p>75 Ed's life is a shadow of his father's.</p>	 <p>76 Margaret was a bright light in the company.</p>
 <p>77 That clever idea will be a vehicle for change at the school.</p>	 <p>78 Mr. Donaldson's bland speech put all of us to sleep.</p>
 <p>79 Jeremy clammed up when he thought others would tease him about his ideas.</p>	 <p>80 Mr. Armstrong's bark is worse than his bite</p>

<p>MEANING. Card The pitcher is at his best.</p>	<p>MEANING. Card The moon shines in the dark night.</p>
<p>MEANING. Card Ed is doing things in life as his father did.</p>	<p>MEANING. Card Margaret had ideas that were good for the company.</p>
<p>MEANING. Card It was such a great idea that it will actually improve the school.</p>	<p>MEANING. Card Mr. Donaldson's speech was not interesting.</p>
<p>MEANING. Card Jeremy kept his ideas to himself.</p>	<p>MEANING. Card Mr. Armstrong's threats are worse than what he would really do.</p>

 <p>81 It took a long time for the victims to realize the gravity of the disaster.</p>	 <p>82 Dad said that the used car he bought was a lemon.</p>
 <p>83 Let the man do his work because time is money.</p>	 <p>84 Her eyes lit up when she saw a new car was her sixteenth birthday present.</p>
 <p>85 The small vessel was a ping pong ball bouncing on the ocean during the raging storm.</p>	 <p>86. We all knew that the salesman was a little shady.</p>
 <p>87. At twelve years old, Jenna is a blooming flower.</p>	 <p>88. The man was a drifter, never staying too long in one place.</p>

<p>MEANING. Card The victims didn't know the disaster was so bad.</p>	<p>MEANING. Card The car had a lot wrong with it.</p>
<p>MEANING. Card The man is paid for his work, so don't waste his time.</p>	<p>MEANING. Card She was excited about the new car.</p>
<p>MEANING. Card The boat was going up and down on the waves.</p>	<p>MEANING. Card The salesman was not being truthful.</p>
<p>MEANING. Card Jenna is growing up.</p>	<p>MEANING. Card The man traveled from place to place, or thing to thing.</p>

**Metaphors. Answer Sheet.**

<b>METAPHORS</b>	
<b>METAPHOR</b>	<b>MEANING</b>
1. Be careful what you say because Tracy parrots things she hears.	1.The metaphor <b>Tracy parrots things she hears</b> MEANS: Tracy repeats what she hears.
2. A man's home is his castle.	2. The metaphor <b>a man's home is his castle</b> MEANS: A man can do whatever he wants in his home.
3. Delaney is the sun in my life; she means everything to me.	3. The metaphor <b>Delaney is the sun</b> MEANS:Delaney is important to me.
4. Mr. Hawkins shot down my idea to paint the wall with our school colors.	4 The metaphor Mr. Hawkins <b>shot down</b> my idea MEANS:Mr. Hawkins said that my idea wouldn't work.
5. The attorney began to grill the witness.	5. The metaphor <b>grill the witness</b> MEANS The attorney asked several questions of the witness.
6. Sam was a pig for eating so much for dessert!	6. The metaphor <b>Sam was a pig</b> MEANS Sam ate too much.
7. Uncle Pete was a mule as he wouldn't change his ways for anything.	7. The metaphor <b>Uncle Pete was a mule</b> MEANS: Uncle Pete was stubborn.
8. I'm dying to see that movie.	8. The metaphor <b>dying to see</b> MEANS: I'm excited about seeing the movie.
9. Matt is such an airhead when it comes to remembering names.	9. The metaphor <b>Matt is such an airhead</b> MEANS: Matt is not too smart.
10. Jeffrey is an ox.	10. The metaphor <b>is an ox</b> MEANS: Jeffrey is strong.
11. Sean created a recipe for disaster in the actions he took.	11. The metaphor <b>recipe for disaster</b> MEANS: Sean's actions could cause a major problem.
12. Kylie has such a bubbly personality that she has lots of friends.	12. The metaphor <b>bubly personality</b> MEANS: Kylie is very outgoing and happy.
13. Will is a couch potato, so I'm surprised that he gets anything done.	13. The metaphor <b>couch potato</b> MEANS: Will is lazy.
14. His mind is a sieve.	14. The metaphor <b>is a sieve</b> MEANS:He forgets easily.
15. Karen is my life.	15. The metaphor <b>is my life</b> MEANS:Karen is important.

16. The bull was boiling mad.	16. The metaphor <b>boiling mad</b> MEANS: The bull was upset.
17. Mikey's answers as to where he had been were hard to swallow.	17. The metaphor <b>hard to swallow</b> MEANS: Mikey's answers were not believable.
18. Mike's mind was a computer; he knows just about everything.	18. The metaphor <b>mind was a computer</b> MEANS: Mike was very smart.
19. That clever idea will be a vehicle for change at the school.	19. The metaphor <b>vehicle for change</b> MEANS: It was such a great idea that it will actually improve the school.
20. The full moon is a bright coin in the night.	20. The full moon <b>is a bright coin</b> in the night MEANS: The moon shines in the dark night.
21. The sun peeked over the mountain as we began our hike.	21. The metaphor <b>sun peeked over the mountain</b> MEANS: It was morning and the sun was rising.
22. Zachary's boss was a beast and had no sympathy for anyone.	22. The metaphor <b>boss was a beast</b> MEANS: Zachary's boss was mean.
23. The story about the school's money woes is aging rapidly.	23. The metaphor aging rapidly MEANS: The story is getting boring.
24. After math class, Chou's head was spinning from all the information that would be on the test.	24. The metaphor <b>head was spinning</b> MEANS: Chou was feeling confused.
25. Dominic is a shark when it comes to his business dealings.	25. The metaphor <b>Dominic is a shark</b> MEANS: Dominic is controlling and powerful.
26. Tanya's baby is such an angel because all she does is eat and sleep.	26. The metaphor <b>baby is such an angel</b> MEANS: Tanya's baby is very good.
27. Brad seems to be a catcher's mitt for trouble.	27. The metaphor <b>catcher's mitt</b> MEANS: Brad is always getting into trouble.
28. My dorm is a prison; I can't wait to live somewhere else.	28. The metaphor <b>dorm is a prison</b> MEANS: I feel confined in my dorm room.
29. The detective is working to plow through the rubble in the case.	29. The metaphor <b>plow through the rubble</b> MEANS: The detective is going over the information to separate truth from lies.
30. At the recital, Olivia's fingers danced over the keyboard.	30. The metaphor <b>fingers danced over the keyboard</b> MEANS: Olivia played the piano easily and beautifully.
31. The awful dinner became a rock in my stomach.	31. The metaphor awful dinner <b>became a rock</b> MEANS: Dinner made me feel sick.

32. Jeremy clammed up when he thought others would tease him about his ideas.	32. The metaphor <b><u>Jeremy clammed up</u></b> MEANS: Jeremy kept his ideas to himself.
33. Corinne is always sowing seeds of happiness.	33. The metaphor <b><u>sowing seeds of happiness</u></b> MEANS: Corinne likes to make people happy.
34. Her eyes lit up when she saw a new car was her sixteenth birthday present.	34. The metaphor <b><u>her eyes lit up</u></b> MEANS: She was excited about the new car.
35. The new employee is very green, but that will change after a while on the job.	35. The metaphor <b><u>employee is very green</u></b> MEANS: The new employee has a lot to learn.
36. Bella's words of encouragement were music to my ears.	36. The metaphor <b><u>music to my ears</u></b> MEANS: Bella's words of encouragement were just what I needed to hear.
37. Mike's mind was a computer; he knows just about everything.	37. The metaphor <b><u>mind was a computer</u></b> MEANS: Mike was very smart.
38. Jill had a rainbow of ideas.	38. The metaphor <b><u>rainbow of ideas</u></b> MEANS: Jill had lots of good ideas.
39. Sean created a recipe for disaster in the actions he took.	39. The metaphor <b><u>recipe for disaster</u></b> MEANS: Sean's actions could cause a major problem.
40. Karen is my life.	40. he metaphor <b><u>is my life</u></b> MEANS: Karen is important.
41. My pillow was a cloud after the long day.	41. The metaphor <b><u>pillow was a cloud</u></b> MEANS: My pillow felt soft and fluffy.
42. There was a blanket of snow on the ground when we woke up this morning.	42. The metaphor <b><u>blanket of snow</u></b> MEANS: The ground was covered with snow.
43. Brad seems to be a catcher's mitt for trouble.	43. The metaphor <b><u>catcher's mitt</u></b> MEANS: Brad is always getting into trouble.
44. Joshua's brother is a rug rat.	44. The metaphor <b><u>rug rat</u></b> MEANS: Joshua's brother is a little boy.
45. Uncle Pete was a mule as he wouldn't change his ways for anything.	45. The metaphor Uncle Pete <b><u>was a mule</u></b> MEANS: Uncle Pete was stubborn.
46. Melanie asked for a couple of days to digest the information before she gave Tom her answer.	46. The metaphor <b><u>digest the information</u></b> MEANS: Melanie needed time to think about all the information.
47. His mind is a sieve.	47. The metaphor <b><u>is a sieve</u></b> MEANS: He forgets easily.

48. Don and Shelley gave us a warm reception into their home.	48. The metaphor <b>warm reception</b> MEANS: Don and Shelley welcomed us into their home in a friendly way.
49. Mike drives too fast and is a road hog.	49. The metaphor <b>road hog</b> MEANS: Mike drives all over the road.
50. Will is a couch potato, so I'm surprised that he gets anything done.	50. The metaphor <b>couch potato</b> MEANS: Will is lazy.
51. Marcy was feeling blue after her dog was hit by a car.	51. The metaphor <b>feeling blue</b> MEANS: Marcy was sad.
52. Our new neighbor is an ogre as he constantly yells at us.	52. The metaphor <b>neighbor is an ogre</b> MEANS: The neighbor is mean.
53. Jessica's eyes are homes of prayer.	53. The metaphor <b>eyes are homes of prayer</b> MEANS: Jessica's a prayerful person and one can figuratively see that in her eyes.
54. The detective is working to plow through the rubble in the case.	54. The metaphor <b>plow through the rubble</b> MEANS: The detective is going over the information to separate truth from lies.
55. I'll never get to the party in time tonight because traffic is murder.	55. The metaphor <b>traffic is murder</b> MEANS: Traffic was so slow, awful, and bothersome.
56. The man was a drifter, never staying too long in one place.	56. The metaphor <b>man was a drifter</b> MEANS: The man traveled from place to place, or thing to thing.
57. The con artist used lies to lure his victims.	57. The metaphor <b>lure his victims</b> MEANS: The con artist was good at what he did.
58. Mikey's answers as to where he had been were hard to swallow.	58. The metaphor <b>hard to swallow</b> MEANS: Mikey's answers were not believable.
59. Whenever Mark sees a poor person, a fire burns in his soul to do something to help.	59. The metaphor <b>fire burns in his soul</b> MEANS: Mark gets excited to help.
60. Steve is the rock in the family no matter what crisis they are facing.	60. The metaphor <b>Steve is the rock</b> MEANS: Steve is a strong person who guides the family.
61. The Internet is an information highway where you can find out specifics on just about anything.	61. The metaphor <b>Internet is an information highway</b> MEANS: Almost anything you need to know can be found on the World Wide Web.
62. That baby is the light of my life.	62. The metaphor <b>baby is the light</b> MEANS: The baby is important to me.
63. The fog was a blanket covering the road.	63. The metaphor <b>fog was a blanket</b> MEANS: The fog was thick.

64. The car is a dinosaur so we better buy a new one.	64. The metaphor <b>car is a dinosaur</b> MEANS: The car is very old.
65. The teenagers were fish in the water, having grown up on a lake.	65. The metaphor <b>teenagers were fish in the water</b> MEANS: The teenagers loved the water and swam well.
66. The night is growing old and yet I have so much homework left to do!	66. The metaphor <b>night is growing old</b> MEANS: It was getting late.
67. It's a dog's life here on this gorgeous island while on vacation.	67. The metaphor <b>it's a dog's life</b> MEANS: Life is easy in the sense that one is having a good day.
68. He kept his thoughts bottled up inside of him because he was uncomfortably shy.	68. The metaphor <b>kept his thoughts bottled up</b> inside MEANS: He was so shy that he did not share his thoughts.
69. Rich was a skunk after saying those terrible things.	69. The metaphor <b>Rich was a skunk</b> MEANS: No one wanted to be with Rich because he was a traitor.
70. The room became an icebox every time the air conditioning went on.	70. The metaphor <b>room became an icebox</b> MEANS: It is cold in the air conditioned room.
71. I am a sword when I speak to those I don't like.	71. The metaphor <b>I am a sword</b> MEANS: I am cruel to others.
72. My legs turned to rubber as I walked onto the stage to give my speech.	72. The metaphor <b>legs turned to rubber</b> MEANS: I was nervous.
73. The pitcher on our hometown team is at the height of his career.	73. The metaphor <b>height of his career</b> MEANS: The pitcher is at his best.
74. The full moon is a bright coin in the night.	74. The metaphor <b>moon is a bright coin</b> MEANS: The moon shines in the dark night.
75. Ed's life is a shadow of his father's.	75. The metaphor <b>life is a shadow</b> MEANS: Ed is doing things in life as his father did.
76. Margaret was a bright light in the company.	MEANS: Margaret had ideas that were good for the company.
77. That clever idea will be a vehicle for change at the school.	77. The metaphor <b>vehicle for change</b> MEANS: It was such a great idea that it will actually improve the school.
78. Mr. Donaldson's bland speech put all of us to sleep.	78. The metaphor <b>bland speech</b> MEANS: Mr. Donaldson's speech was not interesting.
79. Jeremy clammed up when he thought others would tease him about his ideas.	79. The metaphor <b>Jeremy clammed up</b> MEANS: Jeremy kept his ideas to himself.

80. Mr. Armstrong's bark is worse than his bite.	80. The metaphor <b>bark is worse than his bite</b> MEANS: Mr. Armstrong's threats are worse than what he would really do.
81. It took a long time for the victims to realize the gravity of the disaster.	81The metaphor <b>gravity of the disaster</b> MEANS: The victims didn't know the disaster was so bad.
82.Dad said that the used car he bought was a lemon.	82. The metaphor <b>was a lemon</b> MEANS: The car had a lot wrong with it.
83. Let the man do his work because time is money.	83. The metaphor <b>time is money</b> means: The man is paid for his work, so don't waste his time.
84. Her eyes lit up when she saw a new car was her sixteenth birthday present.	84. The metaphor <b>her eyes lit up</b> MEANS: She was excited about the new car.
85. The small vessel was a ping pong ball bouncing on the ocean during the raging storm.	85. The metaphor <b>small vessel was a ping pong ball</b> MEANS:The boat was going up and down on the waves.
86. We all knew that the salesman was a little shady.	86. The metaphor a <b>little shady</b> MEANS: The salesman was not being truthful.
87. At twelve years old, Jenna is a blooming flower.	87. The metaphor <b>blooming flower</b> MEANS: Jenna is growing up.
88. The man was a drifter, never staying too long in one place.	88. The metaphor <b>man was a drifter</b> MEANS: The man traveled from place to place, or thing to thing.

**Activity: “My first school day this year.(3)”**

First, re-read all the information that you have been gathering on your graphic organizers. Second, write your ‘Personal Narrative Essay’. Third, when finished, you will share with the rest of the class using the cooperative strategy Carousel Feedback.

Carousel : Carousel Feedback

1. Teams’ products are displayed on tables.
2. Each team has a predetermined time to visit other’s team product. The teacher will use music. They can be in this other group as long as the music is playing. When the music stops they need to move to next group. They will move clockwise.
3. During the specified time, teams discuss their reactions to the other team’s project.
4. Person #1 in each group records feedback on feedback form.
5. Teacher calls time.
6. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round.
7. Teams continue until each team rotates back to its own project or until the teacher calls time.
8. Teams review the feedback they received from the other teams.

Use this slide when you are in this section: “Repeat overall big picture of what students were supposed to learn.”

# PERSONAL NARRATIVE ESSAY

## STRUCTURE

1. The title
- \* Hook. (see document about hooks)
2. Setting: *who? when? where? why?*
3. Chronological order.
4. Personal thoughts/reactions.
5. Paragraphing is used.
6. Concluding comments.



## LANGUAGE

1. **PAST TENSE** (*she yelled, it nipped, she walked*).
2. **TIME CONNECTORS** : *next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday*.
3. **VERBS** (action words).
4. **ADVERBS** (which describe or add more detail to verbs).
5. **HUMOUR**.
6. **PERSONAL PRONOUNS** (*I, we*) are used.
7. **FIGURATIVE LANGUAGE** (*alliteration, onomatopoeia, simile, metaphor, personification*) may be used.
8. **Sentences create tension/excitement**. Descriptive details provide information (*He was a skinny boy with a blue shirt, red sneakers and long tied back hair*).

**Narrative Writing Rubric.****Title:** .....**Name:** .....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>HOOK</b> (beginning/end)	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>SETTING</b> (Answers to the questions: Who, when, where, why, what)	The 5 'questions' are explained and there are examples of them.	There are 4 'questions' that are explained and there are examples of them.	There are 3 'questions' that are explained and there are examples of them.	There are 2 'questions' that are explained and there are examples of them.	There are 1 'questions' that are explained and there are examples of them.
<b>CHRONOLOGICAL ORDER</b>	All the information appears in chronological order.	1 of the pieces of information is not in chronological order.	2 of the pieces of information is not in chronological order.	3 of the pieces of information is not in chronological order.	4 of the pieces of information is not in chronological order.
<b>TRANSITION WORDS</b>	5 transition words are used correctly and without any spelling mistakes.	5 transition words are used correctly but there is 1 spelling mistake.	4 transition words are used correctly. There is 1 spelling mistake.	3 transition words are used correctly. Or there are 2 spelling mistakes.	2 transition words are used correctly. Or there are spelling mistakes.
<b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point; 3) conclusion.	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

**TOTAL:** .....**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Closing Story. Joke.**

A three year old walked over to a pregnant lady while waiting with his mother in the doctors office.

He inquisitively ask the lady, "Why is your stomach so big?"

She replied, "I'm having a baby."

With big eyes, he asked, "Is the baby in your stomach?"

She said, "He sure is."

Then the little boy, with a puzzled look, asked, "Is it a good baby?"

She said, "Oh, yes. It's a real good baby."

With an even more surprised and shocked look, he asked...

"Then why did you eat him?"



## LESSON NUMBER: 44

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence (1).  
Intrapersonal Intelligence (1). Learn about  
Personal Narrative Writing. (4)

➤ **CONTEXT:**

“Write a Personal Narrative Essay talking  
about a situation when you use your  
intrapersonal skills to feel happier: “The time  
I cheered myself up”.





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (1) Intrapersonal Intelligence. (1) Learn about Personal Narrative Writing. (4)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: “The time I cheered myself up.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 44

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to understand and apply to their lives basic components of Emotional Intelligence: Intrapersonal Intelligence.

### **1.2. Language Objectives:**

- Students will be able to write complete sentences that describe specific situations without any spelling mistakes and or using connectors when needed.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Acting; 1.2. Rally Robin Reading; 1.3. Debate; 1.4. Rotating Recorder; 1.5. Carousel Discussion; 1.6. Numbered Heads Together. 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* What did we learn during the previous lesson? (Teacher will use Bloom’s Taxonomy - Knowledge and Comprehension questions - from previous lesson).

✓ Student Self-assessment:

🌀 **Introductory Activity:** “Emotions.”

🌀 **Cooperative Strategies:** Matching; Rally Robin Reading; Debate

🌀 **Description:** Teacher will make it interesting by:

➤ Telling students they are going to act out the emotions from the “Emotions Chart.” The procedure will be:

1) All classroom groups will participate.

2) Each group will have:

A) 2 emotion charts. One of them should have been cut previously giving students a total of 40 manipulative cards. We recommend having a chart that is not cut so they have a better visual of all the ‘possible emotions’. Moreover, we believe it would be better to place the face emotions in a plastic bag so it is easier for students to find out if they are missing any cards.

B) A table with the corresponding definitions for each face emotion. (See below).

3) Students will display each one of the emotions on the centre of their group. (We recommend a straight line). Next, using the cooperative strategy Rally Robin Reading students will take turns reading all the definitions. As they read each definition, they will try to figure out what is the corresponding square in the table for each one of the faces.

4) When the activity is done, students will discuss the importance of understanding people’s ‘face emotions’. Teacher will lead a debate that could include the following questions:

4.1. Why do you think it is important to understand the way your partners, friends or family members feel at one particular point in time?

4.2. How do you think other people’s emotions may affect you?

4.3. Do you think you could help someone feel better if you would be able to recognize the way he/she feels by their face expression?

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will give an explanation of what “Emotional Intelligence” is: “Today we are going to begin learning about Emotional Intelligence. Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others. (Goleman, 1995). Emotional Intelligence is also used to talk about the combination of Interpersonal Intelligence and Intrapersonal Intelligence.” (Teacher will use a transparency to explain this to students. See below ‘Definition of Emotional Intelligence.’)

Second, teacher will explain what the two main components of Intrapersonal Intelligence are: “Today we will focus only on Intrapersonal Intelligence which, in terms of Emotional Intelligence, is also called Personal Competence. It has two different components: 1) Self-Awareness and 2) Self-management.” (Teacher will use a transparency to explain this to students. See below ‘Intrapersonal Intelligence.’)

☞ A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to think about one activity you can do in order to enhance your emotional intelligence.”

☞ A.3. Why is this important?

“This lesson will help you acquire some skills you can use in order to be a happier person”.

☞ A.4. What are the students going to do?

“You are going to be working with your group partners. You will be thinking about one time you have used a particular skill of your intelligence in order to feel more comfortable in a particular situation. (Students will apply the intrapersonal intelligence skill to some experience of their own.) You will fill out an Intrapersonal Reflection Sheet, “How can I use my Intrapersonal Intelligence Skills to be happier?” You will share with your classmates when the teacher asks you to do that. Today we will study only the first part of Intrapersonal Intelligence, this is, self-awareness”.

***B. Teacher will model the activities.***

Teacher will use the transparencies ‘How can I use my Intrapersonal Intelligence Skills to be happier?’ (1 - 4) to read out loud all the different examples. Teacher will invite students to discuss them and to think about other possible situations.

***C. Students Practice.***

☞ **Activity:** “How can I use my intrapersonal skills to be happier? (1) The time I cheered myself up”.(1)”

☞ **Cooperative Strategies:** Rally Robin, Rotating Recorder, Numbered Heads Together, Carousel Discussion.

☞ **Description:**

- 1) First, students will be reading, independently, the page titled ‘Intrapersonal Intelligence (1): Self-Awareness.’ Teacher will invite students to make ‘personalized comments’ on their notebook that best describe their understanding of these four elements. Teacher will explain that by ‘personalized comments’ we are making reference to a way of putting information that is most significant to them. They should use their multiple intelligences in order to represent this information.
- 2) Second, using the cooperative strategy Blackboard Share, students will share with the rest of the class what their understanding of these four elements is. Teacher should have previously divided the blackboard in four different sections that represent the four elements that compose Self-Awareness. Teacher could use bulletin board paper of four different colors to create a better visual representation. In order to avoid any type of confusion, teacher should put a heading that describes each element on top of each paper. (See below for headings).
- 3) Teacher will give one chart to each group – there are four different charts corresponding to the four parts that compose the Self-Awareness part of Intrapersonal Intelligence-.
- 4) Student will read the chart and will discuss the topic using the cooperative strategies Rally Robin and Affirmation Passport.
- 5) Students will fill up the chart using the cooperative strategy Rotating Recorder.
- 6) Students will share with the rests of their classmates using the cooperative strategies Numbered Heads Together and Carousel Discussion.

Note: We believe using different color paper would be preferred to using just the blackboard for the following reasons: 1) the fact there are different colors would make it easier for students to remember there are four different elements; 2) it would be easier for students to glue their comments to paper instead of the blackboard and 3) it can be displayed later at a different location in the room or in the school.

***A. Repeat overall big picture of what students were supposed to learn.***

1. Review what Emotional Intelligence is: "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others."
2. Review the part of Intrapersonal Intelligence that we learned today. Teacher will use transparency: Intrapersonal Intelligence (1) Self-Awareness. Teacher will also give a copy to students so everybody can follow teacher's review easier and can get back to this explanation later on.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

- 1) Who could tell me one way in which you can use your Intrapersonal Intelligence skills to be happier?
- 2) Would this information, that you have learned today, be useful if you were again in a situation similar to the ones presented by the teacher? How could you use it?
- 3) Could you think of a situation where you could use your intrapersonal intelligence skills?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Tips on happiness. (See visual)

☞ Game:

*Poor Kitty (circle/passive)*

The children are arranged in a circle, sitting down. The one child is the "poor kitty" and he goes up to another child purring and meowing. The person approached must pat the kitty on the head and say, "Poor Poor kitty". If the child laughs, then he must become the kitty and try to make others laugh.

*Inform students of topic of next lesson.*

“In the next writing lesson, you are going to compose a ‘Personal Narrative essay’ titled “The way I cheered myself up”.

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. **Check for understanding:** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ *Bloom’s Taxonomy:*

##### ➤ 1. Knowledge

- ✓ 1. Can you name the intellectual skill that we use to recognize one’s emotions and their effects? (Emotional Self- awareness)
- ✓ 2. Describe what may happen when we do not use the intellectual skill ‘Accurate Self – assessment: Knowing one’s strengths and limits’?
- ✓ 3. Which is true or false: When we do not use the intellectual skill “Self – Confidence: When you trust yourself, when you know you have many good things”, we are not as happier as if we follow it? (T). Can you explain why this happens?

##### ➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by “Self – Motivation”? (Ability to generate in yourself the enthusiasm for doing something or find a reason for acting)?
- ✓ 2. Can you tell what are going to be the benefits of enhancing your Intrapersonal Intelligence?

##### ➤ 3. Application

1. Can you think of any other situation where you will benefit from using your:
  - 1) Emotional Self- awareness: ‘Recognizing one’s emotions and their effects.’
  - 2) Accurate Self – assessment: ‘Knowing one’s strengths and limits.’

3) Self – Confidence: ‘When you know that there are things that you can do very well. When you trust yourself, when you know you have many good things.’

4) Self –Motivation: ‘Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.’

➤ 4. Analysis

- ✓ 1. What are the similarities and differences among the 4 components of Self-Awareness?

➤ 5. Synthesis

- ✓ 1. Why don't you devise your own set of question which are going to help you explain somebody what each of the 4 components of self-awareness are?

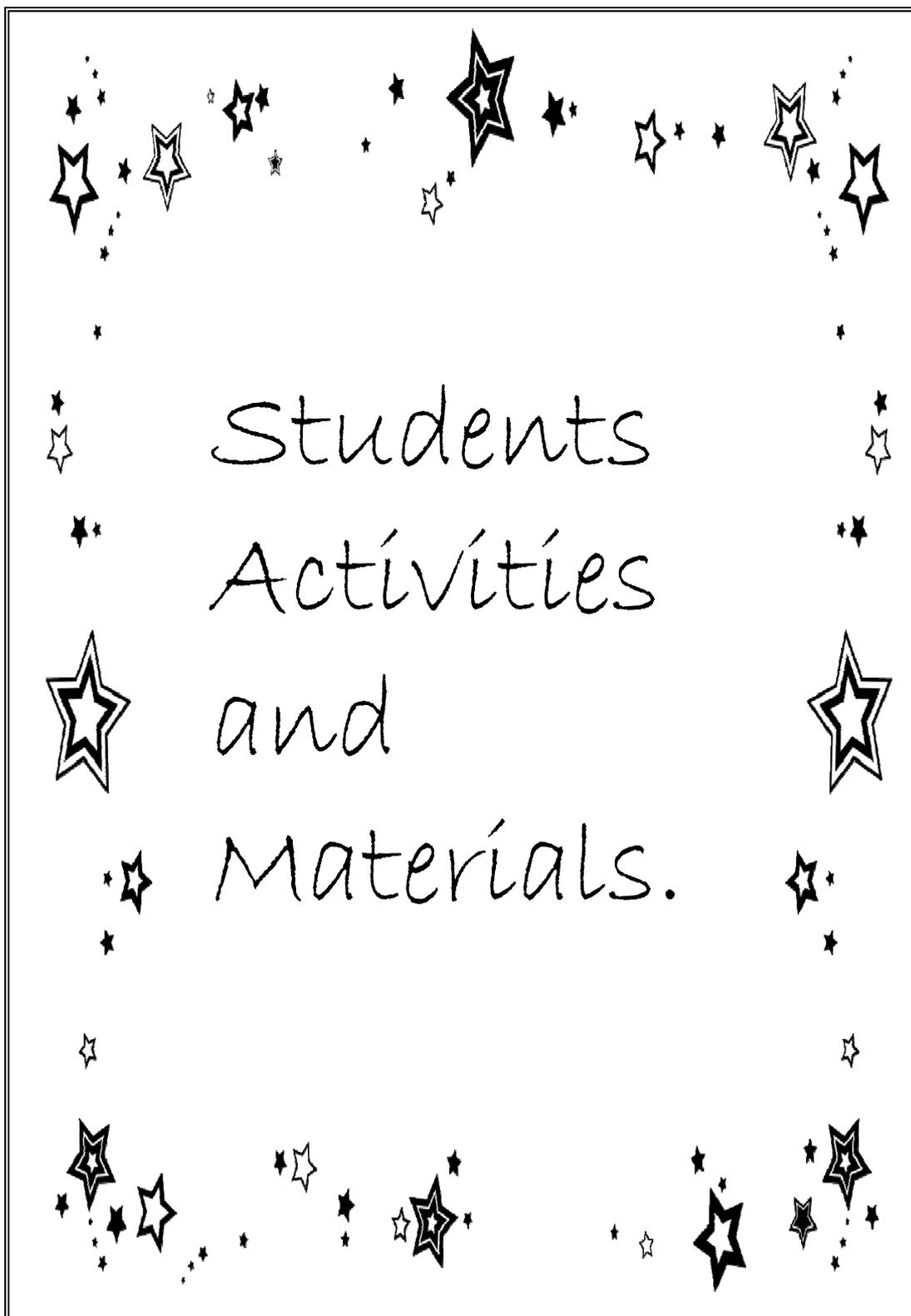
➤ 6. Evaluation

- ✓ 1. Do you believe it is important to take control of our emotions and to try to use our Intrapersonal Intelligence Skills?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

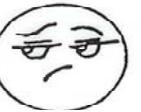
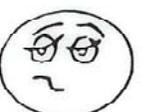
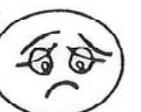
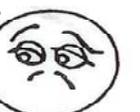
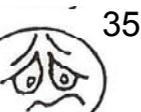
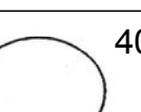
4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



Students  
Activities  
and  
Materials.

## Introductory Activity. Emotions chart.

How Do You Feel Today?				
1 	2 	3 	4 	5 
6 	7 	8 	9 	10 
11 	12 	13 	14 	15 
16 	17 	18 	19 	20 
21 	22 	23 	24 	25 
26 	27 	28 	29 	30 
31 	32 	33 	34 	35 
36 	37 	38 	39 	40 

# ADJECTIVE

## FACE

### 1. AGGRESSIVE

Definition: Behaving in an angry and violent way towards another person.

Example: *Men tend to be more aggressive than women. If I criticize him, he gets aggressive and starts shouting.*

### 2. ANXIOUS

Definition: Feeling worried and nervous.

Example: *My mother always gets a bit anxious if we don't arrive when we say we will.*

### 3. APOLOGETIC

Definition: Expressing regret about having caused someone inconvenience or unhappiness.

Example: *She was so apologetic about forgetting my birthday it was almost embarrassing. I hope he was suitably apologetic for breaking your glasses.*

### 4. ARROGANT

Definition: Unpleasantly proud and behaving as if you are more important than, or know more than, other people.

Example: *I found him arrogant and rude.*

### 5. BASHFUL

Definition: Tending to feel uncomfortable with other people and be embarrassed easily; shy.

Example: *She gave a bashful (= embarrassed) smile as he complimented her on her work.*

## 6. BLISSFUL

Definition: Extremely or completely happy.

Example: *A blissful childhood/holiday.*

*We spent a blissful year together before things started to go wrong.*

## 7. BORED

Definition: Feeling tired and unhappy because something is not interesting or because you have nothing to do.

Example: *It was a cold, wet day and the children were bored.*

*He was getting bored with/of doing the same thing every day.*

## 8. CAUTIOUS

Definition: Describes someone who avoids risks.

Example: *He's a cautious driver.*

## 9. COLD

Definition: At a low temperature, especially when compared to the temperature of the human body, and not hot or warm.

Example: *A cold day/house*

## 10. CONFIDENT

Definition: Having confidence: **confidence** (CERTAINTY) the quality of being certain of your abilities or of having trust in people, plans, or the future.

Example: [*+ to infinitive*] *He's got the confidence to walk into a room of strangers and immediately start a conversation.*

*She's very timid, - completely lacking in (self-)confidence.*

## 11. CURIOUS

Definition: Being interested in learning about people or things around you.

Example: *I was curious to know what would happen next.*

*Babies are curious **about** everything around them.*

*"Why did you ask?" "I was just curious."*

## 12. DETERMINED

Definition: Wanting to do something very much and not letting anyone or any difficulties stop you.

Example: [+ to infinitive] *I'm determined **to** get this piece of work finished today. She's sure to get the job she wants - she's a very determined person.*

## 13. DISAPPOINTED

Definition: Feeling unhappy because someone or something was not as good as you hoped or expected, or because something did not happen.

Example: *We were deeply disappointed at/about the result. His parents were bitterly disappointed in/with him.*

## 14. DISBELIEVING

Definition: Someone who does not believe that something is true.

Example: *His was disbelieving of her saying the right answer.*

## 15. ENRAGED

Definition: To become very angry about something.

Example: *He was so enraged **at** the article about him that he sued the newspaper.*

## 16. ENVIOUS

Definition: Wishing you had what another person has.

Example: *I'm very envious **of** your new coat - it's lovely.*

## 17. EXHAUSTED

Definition: Feeling extremely tired.

Example: *Exhausted, they fell asleep.*

**18. FRIGHTENED**

Definition: Feeling afraid or nervous.

Example: *She gets frightened when he shouts at her.*

**19. FRUSTRATED**

Definition: Someone who feels annoyed or discouraged because they cannot achieve what they want.

Example: *Are you feeling frustrated in your present job?*

**20. GUILTY**

Definition: Feeling guilt. **Guilt** (FEELING): a feeling of anxiety or unhappiness that you have because you have done something wrong, such as causing harm to another person.

Example: *He suffered such feelings of guilt over leaving his children.*

**21. HAPPY (PLEASED):**

Definition: Feeling, showing or causing pleasure or satisfaction.

Example: *She looks so happy. A happy marriage/childhood*

**22. HORRIFIED:**

Definition: Being very shocked: experiencing a sudden, unexpected and usually unpleasant event or experience.

Example: *He looked horrified when I told him.*

**23. HOT**

Definition: Having a high temperature.

Example: *It's 98°F today, I am super hot.*

## 24. HUNGOVER

Definition: Feeling ill with a bad pain in the head and often wanting to vomit after having drunk too much alcohol.

Example: *That was a great party last night, but I'm (feeling) really hung-over this morning.*

## 25. HURT

Definition: Feeling pain in a part of your body; feeling upset or unhappy.

Example: *I feel very hurt by what you said*

## 26. HYSTERICAL

Definition: Feeling unable to control your feelings or behaviour because you are extremely frightened, angry, excited, etc.

Example: *Calm down, you're getting hysterical.*

## 27. INDIFFERENT

Definition: Feeling like not caring about or interested in someone or something.

Example: *Why don't you vote - how can you be so indifferent (to what is going on)!*

## 28. INTERESTED

Definition: Wanting to give your attention to something and discover more about it.

Example: *He didn't seem very interested **in** what I was saying.*

## 29. JEALOUS

Definition: Feeling unhappy and angry because someone has something or someone you want, or because you think they might take something or someone that you love away from you.

Example: *He had always been very jealous **of** his brother's good looks.*

**30. LONELY**

Definition: Feeling unhappy because you are not with other people.

Example: *She gets lonely now that all the kids have left home.  
The lonely life of a farmer.*

**31. LOVETRUCK**

Definition: Feeling so in love with someone that it is difficult to behave as usual or even think of anything else except the person you love.

Example: *Look at me, I'm behaving like a love-struck teenager!*

**32. NEGATIVE**

Definition: Feeling not hopeful, or tending to consider only the bad side of a situation.

Example: *A negative attitude  
You're so negative about everything!*

**33. REGRETFUL**

expressing regret: regret:

Definition: Experiencing a feeling of sadness about something sad or wrong or about a mistake that you have made, and a wish that it could have been different and better.

Example: *He was regretful of leaving her.*

**34. RELIEVED**

Definition: Happy that something unpleasant has not happened or has ended.

Example: *I felt relieved when I finished all the work I had to do.*

**35. SAD**

Definition: Unhappy or sorry.

Example: *I've just received some very sad news.*

**36. SATISFIED**

Definition: Pleased because you have got what you wanted, or because something has happened in the way that you wanted.

Example: *Some people are never satisfied!*

**37. SURPRISED**

Definition: Feeling or showing surprise because something has happened that you did not expect.

Example: *We were very surprised **at** the result.*

**38. SUSPICIOUS**

Definition: Feeling lack of trust or doubt in someone or something.

Example: *His colleagues became suspicious (= thought that there was something wrong) when he did not appear at work, since he was always punctual.*

**39. UNDECIDED**

Definition: If you are undecided, you have not yet made a decision or judgment about something.

Example: *Are you still undecided **about** the job in Brussels?*

**40. OTHER**

## Emotions Chart. Answer Sheet.

## How Do You Feel Today?



Aggressive



Anxious



Apologetic



Arrogant



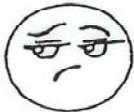
Bashful



Blissful



Bored



Cautious



Cold



Confident



Curious



Determined



Disappointed



Disbelieving



Enraged



Envious



Exhausted



Frightened



Frustrated



Guilty



Happy



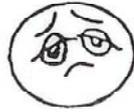
Horrificed



Hot



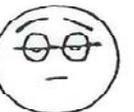
Hungover



Hurt



Hysterical



Indifferent



Interested



Jealous



Lonely



Lovestruck



Negative



Regretful



Relieved



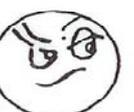
Sad



Satisfied



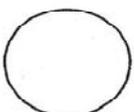
Surprised



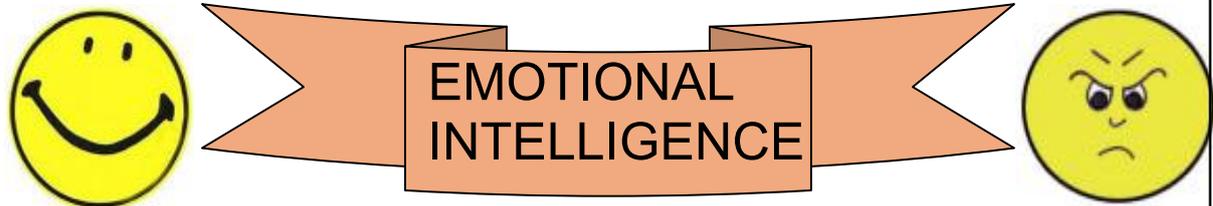
Suspicious



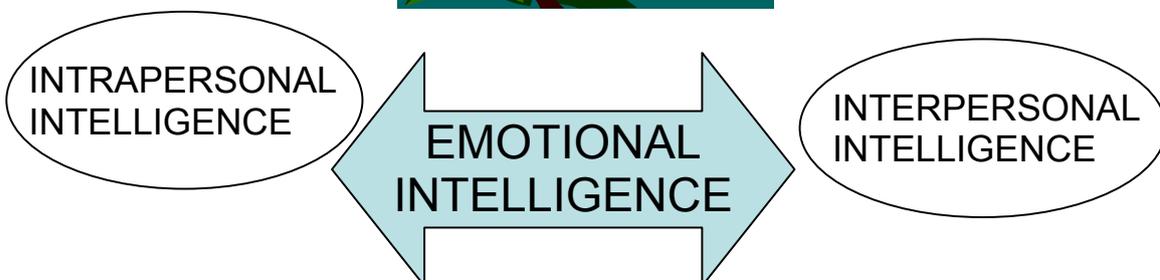
Undecided



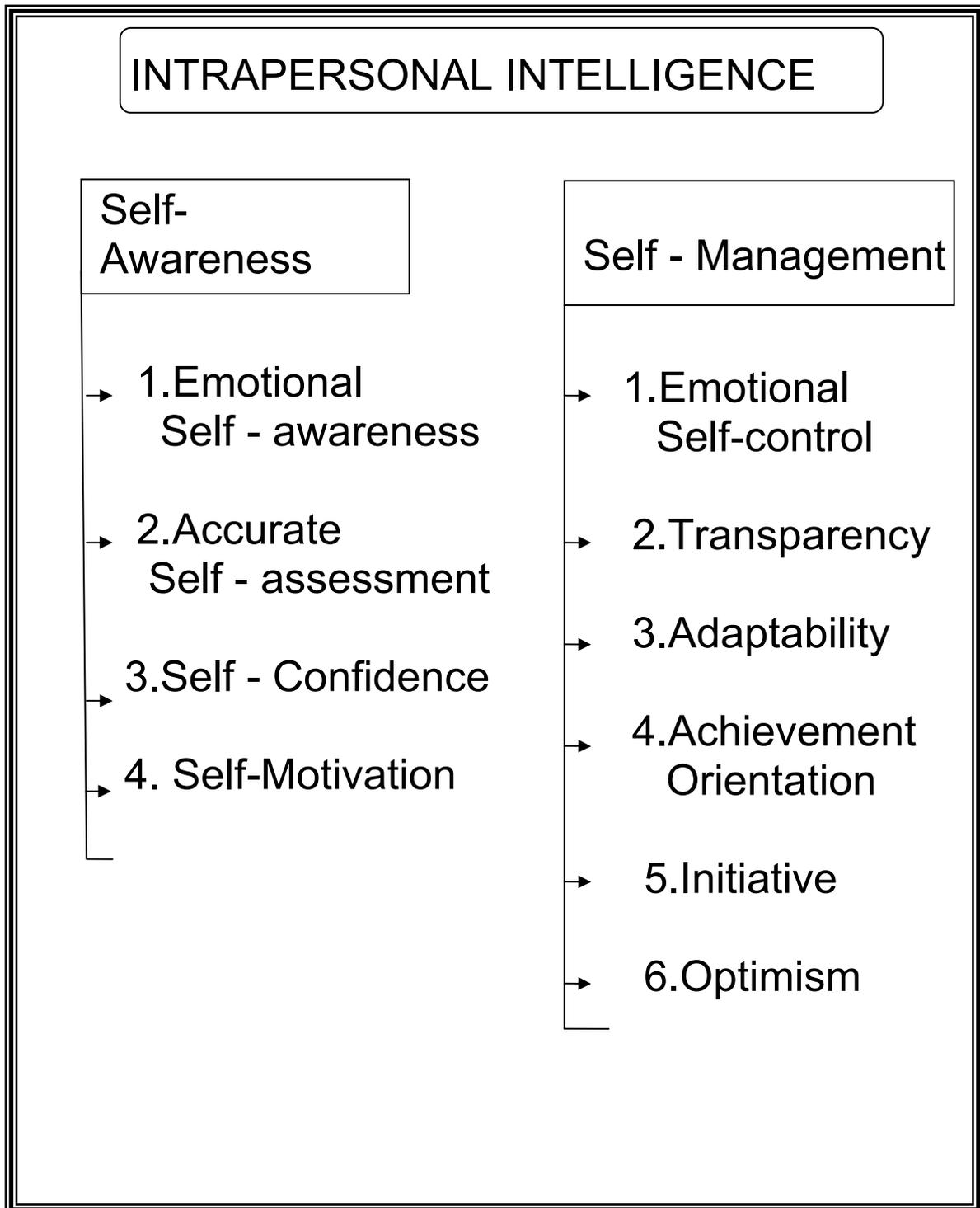
Other ...

**Definition of Emotional Intelligence.**

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others. (Goleman. 1998).



Emotional Intelligence is also used to talk about the combination of Interpersonal Intelligence and Intrapersonal Intelligence.

**Transparency. Components of Intrapersonal Intelligence:**

## Transparency. Intrapersonal Intelligence (1): Self-Awareness.

### Intrapersonal Intelligence (1): Self-Awareness.

#### 1. Emotional Self- Awareness: Recognizing one's emotions and their effects.

- 1.1. *How do I feel? Ex: Julia is mad.*
- 1.2. *Why do I feel that way? Ex. She did not get free time.*
- 1.3. *How am I feeling about not getting what I want? Ex. She is sad.*
- 1.4. *What should I do about it? Ex. Understand there is a time for everything and control that madness.*

#### 2. Accurate Self – Assessment: Knowing one's strengths and limits.

- 2.1. *What am I good at? Ex: Sandra is good in music.*
- 2.2. *What am I not that good at? Ex. She is not good in art.*
- 2.3. *How am I feeling about not being good at something? Ex. She is sad.*
- 2.4. *How am I going to use my strength to solve my problem? Ex. 1. She tries to study art listening to music. 2. She offers also her help in music to somebody and that person helps her with art in return.*

#### 3. Self – Confidence: When you know that there are things that you can do very well. When you trust yourself, when you know you have many good qualities.

- 3.1. *What am I good at? Ex: Soccer.*
- 3.2. *What are the things I am not that good at? Ex. Math.*
- 3.3. *How am I feeling about not being good at something? Ex. Frustrated.*
- 3.4. *How am I going to use my self-confidence to solve my problem? Ex. He pictures himself scoring some points for his team.*

#### 4. Self –Motivation. Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.

- 4.1. *What do I need to do? Ex: Music assignment.*
- 4.2. *What is going to happen if I do not do what I am supposed to do? Ex. Getting a bad grade and feeling sad.*
- 4.3. *How can I motivate myself?*
  - ✓ 4.3.1. *Try to smile before you start working.*
  - ✓ 4.3.2. *Listen to your favourite music.*
  - ✓ 4.3.3. *Talk to somebody about what you're going to do.*
  - ✓ 4.3.4. *Think about all the good things you are going to get.*
  - ✓ 4.3.5. *Congratulate yourself when you are done.*

Chart created by Maria Isabel Garcia Garrido

**Activity: “How can I use my Intrapersonal Intelligence Skills to be happier?”**

First, remember there are four different elements that compose the Self-Awareness part of Intrapersonal Intelligence:

- ☞ Emotional Self-awareness: Recognizing one’s emotions and their effects;
- ☞ Accurate Self-assessment: Knowing one’s strengths and limits;
- ☞ Self-Confidence: When you know there are things that you can do very well. When you trust yourself, when you know you have many good things.
- ☞ Self-Motivation. Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.

Read to yourself the page titled ‘Intrapersonal Intelligence (1): Self-Awareness.’ Make ‘personalized’ comments on your notebook that best describe your understanding of these 4 elements. (‘personalized’ -- Ex. You may create a mind map, a drawing / collage, write, put it in form of a song / poem, etc. Just think about your multiple intelligences – how would this information be most significant for you?)

Second, using the cooperative strategy Blackboard Share, you will share with the rest of the class what your understanding of these four elements is.

Third, with your team members, using the cooperative strategy Rally Robin, you will read the chart that was given to your group. “Think about one time when you have felt like this or somebody that you know has gone through it. Reflect on what you could do to be happier; this is how could you use your Intrapersonal Intelligence to control your feelings and emotions?” Before you begin writing, every body in the group will be sharing their personal understanding about the element your group is working on. For that, you will use the cooperative strategy Affirmation Passport.

Fourth, you will fill out the chart using the cooperative strategy Rotating Recorder.

Fifth, you will share with the rest of your classmates using the cooperative strategies Numbered Heads Together. Once every group has had an opportunity to talk about what they did, you will see your partner’s products using the cooperative strategy Carousel Discussion.

Rally Robin

Students take turns talking. When someone is talking the other one is quiet and listening.

Rotating Recorder

1. Students take turns recording / writing team responses on the lines provided below.
2. There will be 1 paper and 1 pencil per team.

3. The paper will move clockwise.

### Blackboard Share

1. As students are generating ideas in their teams, if they have an idea to share with the class, one student from the team goes to the board or chart paper to post his or her team's idea or answer.
2. There may be several students at a time posting ideas, each from a different team.
3. If a second idea is generated by a team and it is not yet posted, a second student from the team goes to the front of the class to post the idea.

Blackboard Share allows teams to continue working while the ideas are posted, and for the ideas of one team to impact on the discussions of others.

### Numbered Heads Together

1. Students count off numbers in their groups.
2. Teacher poses a problem and gives wait time (Example: "Everyone think about how rainbows are formed. [Pause] Now make sure everyone in your team knows how rainbows are formed.")
3. Students lift up from their chairs to put their heads together, discuss and teach.
4. Students sit down when everyone knows the answer or has something to share or when time is up.
5. Teacher calls a number. The student with that number from each team answers question individually, using: Response cards, chalkboard response, manipulative, etc.

### Affirmation Passport

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. Students must give each other a positive affirmation before they contribute to the task or discussion: "I appreciate the way you used yellow to make the name stand out more. I'm going to try to use orange to .."
4. Use one of the affirmation passport cards every time that you talk.

### Carousel Discussion

1. Teams products are displayed on tables.
2. Each team has a predetermined time to visit other's team product. The teacher will use music. They can be in this other group as long as the music is playing. When the music stops they need to move to next group. They will move clockwise.
3. During the time they are visiting other's team place they need to read and discuss what they are just learning. One person will be in charge of reading out loud each time. They will rotate taking turns reading as they move around the classroom.

**APPRECIATION / AFFIRMATION PASSPORT CARDS.** Created by Maria Isabel Garcia Garrido.

<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “Thank you for sharing your information/data/facts/... with me”; it has helped me to ...”. Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “What I appreciate/ value/ am thankful for/.... is...” Note: This is just an example. You can adjust it to say something in the same line.</p>
<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “Thank you for sharing your information/data/facts/... with me”; it has helped me to ...”. Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>   <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> “<i>Your definition (or whatever that he/she did) has helped me to understand it better</i>”. Note: This is just an example. You can adjust it to say something in the same line.</p>

**Activity: “How can I use my Intrapersonal Intelligence Skills to be happier?” Chart.  
(1). Emotional Self- awareness. The day I cheered myself up”.**

<i>Intrapersonal Intelligence Skill</i>	<i>Without using Intrapersonal Intelligence</i>	<i>Using Intrapersonal Intelligence</i>
<p><b>1. Emotional Self-awareness:</b> Recognizing one’s emotions and their effects.</p> <p><u>We need to answer the questions:</u></p> <p><b>1) How do I feel?</b> Ex: Susan is mad.</p> <p><b>2) Why do I feel that way?</b> Ex. She did not get free time.</p> <p><b>3) How are we feeling when we are not controlling our feelings?</b> Ex. She is really frustrated. Her friends are starting to feel mad too. Nobody is having a good time.</p> <p><b>4) What should we do about it?</b> Ex. Understand there is a time for everything and control that madness.</p>	<p><u>Teacher’s example:</u></p> <p><i>Susan is mad at the teacher because she did not get free time. Her mood is affecting her friends. Now, her friends are getting mad too. In a few minutes, everybody will be mad and nobody will feel at ease in the class.</i></p> <p><u>Student’s example:</u></p> <p><b>1) What do I feel?</b> ..... ..... .....</p> <p><b>2) Why do I feel that way?</b> ..... ..... .....</p> <p><b>3) How am I feeling when I am not controlling my emotions?</b> ..... ..... ..... ..... ..... ..... .....</p>	<p><u>Teacher’s example:</u></p> <p><i>Susan knows she wants to play with her friends but, on the other hand, she understands that there is a time for everything and she will play at recess or when school is over. She chooses not to be mad so to be happier and have a better time. Her friends feel happy too and they tell her some jokes. Everybody is having a good time.</i></p> <p><u>Student’s example:</u></p> <p><b>1) I know what I am feeling.</b> ..... ..... .....</p> <p><b>2) I understand the situation.</b> ..... ..... .....</p> <p><b>3) What should I do about it?</b> ..... ..... ..... ..... ..... .....</p>



**Activity 2. “How can I use my Intrapersonal Intelligence Skills to be happier?”  
Chart. (3) The day I cheered myself up”.**

<i>Intrapersonal Intelligence Skill</i>	<i>Without using Intrapersonal Intelligence</i>	<i>Using Intrapersonal Intelligence</i>
<p><b>3. Self – Confidence:</b> When you know that there are things that you can do very well. When you trust yourself, when you know you have many good qualities.</p> <p><u>We need to answer the questions:</u></p> <p><b>1) What am I good at?</b> Ex: Soccer.</p> <p><b>2) What are the things I am not that good at?</b> Ex. Math.</p> <p><b>3) How am I feeling about not being good at something?</b> Ex. Frustrated.</p> <p><b>4) How am I going to stay positive to solve my problem?</b> Ex. He pictures himself scoring some points for his team.</p>	<p><u>Teacher’s example:</u></p> <p><i>Juan says: “I am depressed because I do not know how to solve this math problem. I feel like I am silly. My friends are going to think that I do not know how to do anything. What will they think of me if the teacher asks me a question and I do not know the answer?”</i></p> <p><u>Student’s example:</u></p> <p><b>1) What am I good at?</b> ..... ..... ..... .....</p> <p><b>2) What are the things I am not that good at?</b> ..... ..... .....</p> <p><b>3) How am I feeling about not being good at something?</b> ..... .....</p>	<p><u>Teacher’s example:</u></p> <p><i>Juan chooses to think about other things that he does very well; like for example, playing soccer. He pictures himself scoring some points for his team. He gains confidence in himself by remembering the things he is good at. Now that he is happier he can concentrate much better on his math assignment.</i></p> <p><u>Student’s example:</u></p> <p><b>1) How am I going to use my self-confidence to solve my problem?</b></p> <p><i>A) I choose to think about the good things about me. These are .....</i> ..... .....</p> <p><i>B) I feel (1)....., (2)..... and (3)....., when I think about all the things that I am good at.</i></p> <p><i>C). Now I am ready for .....</i> ..... .....</p> <p><i>because I know that I am good at .....</i> ..... <i>and if I work hard I can also be successful at.....</i> ..... <i>I am confident. I believe in my potential.</i></p>



Self-Awareness Headings (To be used during Blackboard Share).

# 1. Emotional Self- awareness: Recognizing one's emotions and their effects



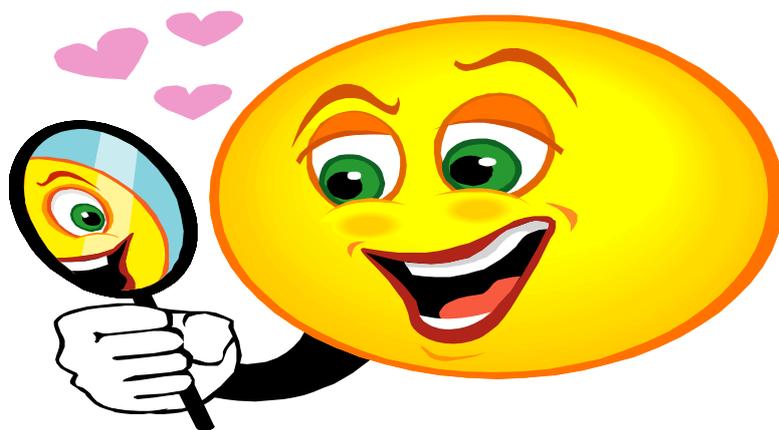
## **2. Accurate Self – assessment:**

Knowing one's  
strengths and  
limits.



## 3. Self – Confidence:

When you know that there are things that you can do very well. When you trust yourself, when you know you have many good qualities.



## 4. Self – Motivation:

Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.



Interesting Facts. Tips on how to be a happy person.

## TIPS TO BE A HAPPY PERSON. (1)

### 1. Be grateful for what you have.

- Think about all the good things that you have.
- Don't focus on what you don't have.
- Don't take anything that you have for granted.
- Don't wait until you lose something / someone to realize how valuable it was to you.



### 2. Avoid comparing yourself with others.

- Just be the best that you can be.



### 3. Focus on what you can control.

- You cannot control the weather or everybody's behavior; just focus on 'who you are' and try to become better every day.



### 4. Set up attainable goals.

- Experience feelings of success and accomplishment when you fulfill your goals.



## TIPS TO BE A HAPPY PERSON. (2)

### 5. Love yourself.

- Create a list of things that make you happy / laugh and try to do at least 1 of them every day.
- Smile everyday.
- Treat yourself nicely: *Ex. Relaxing bath, devote a couple of minutes to your appearance, etc.*



### 6. Love others.

- Be interested in others.  
*Ex. Call your friends and family.*
- If possible, volunteer some of your time to help others.  
*Ex. Old people, children, your family, etc.*
- Smile when talking to others ( if the situation allows it).
- Try to make people smile / laugh.



### 7. Positive Thoughts and Positive People.

- Do not say negative things about yourself or others. Believe you and everybody else **DESERVES HAPPINESS.**
- Surround yourself by positive people.





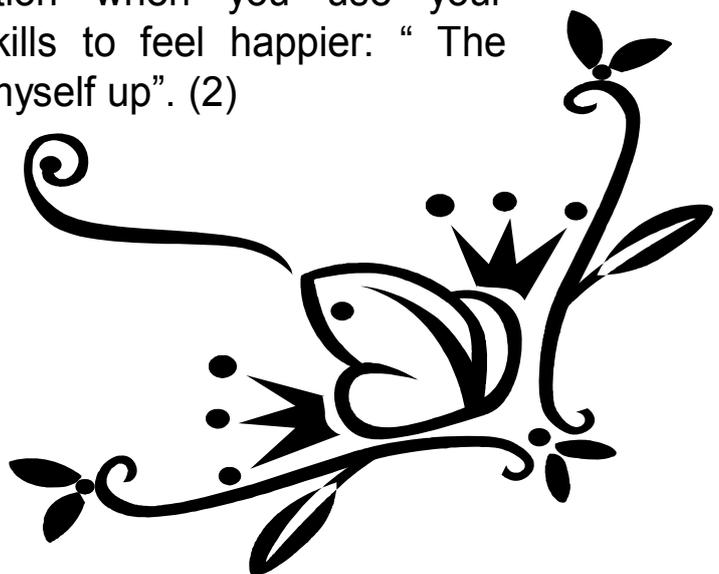
## LESSON NUMBER: 45

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence (2).  
Intrapersonal Intelligence (2). Learn about  
Personal Narrative Writing. (5)

➤ **CONTEXT:**

“Write a Personal Narrative Essay talking  
about a situation when you use your  
intrapersonal skills to feel happier: “ The  
time I cheered myself up”. (2)





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (2) Intrapersonal Intelligence. (2) Learn about Personal Narrative Writing. (5)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: “The time I cheered myself up.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 45

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Same of previous lesson.

**1.2. Language Objectives:**

- Same of previous lesson.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Acting; 1.2. Rally Robin; 1.3. Debate; 1.4. Rotating Recorder; 1.5. Carousel Discussion; 1.6. Numbered Heads Together. 2. Modeling; 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

✓ *Review Questions:* 1. Can you name the intellectual skill that we use to recognize one’s emotions and their effects? (Emotional Self- awareness) 2. Describe what may happen when we do not use the intellectual skill ‘Accurate Self – assessment: Knowing one’s strengths and limits’; 3. Whether it is true

or false: When we do not use the intellectual skill “Self – Confidence: When you trust yourself, when you know you have many good things”, we are not as happier as if we follow it? (T). Can you explain why this happens? 4. Can you provide an example of what you mean by “Self –Motivation”? (Ability to generate in yourself the enthusiasm for doing something or find a reason for acting)? 5. Can you tell what are going to be the benefits of enhancing your Intrapersonal Intelligence?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Happy Face.”

☞ **Cooperative Strategies:** Draw it; Teams Chant, Dance and Movement; Discussion.

☞ **Description:** Teacher will make it interesting by:

➤ Telling students they are going to create a happy face that is going to help them to be happy people. The procedure will be:

- 1) Teacher will review: 1) the 4 components of emotional self-awareness and 2) the ‘Tips to be a happy person’ from previous lesson.
- 2) Teacher will provide students with bulletin board paper where students will draw a big ‘happy face’. Around the happy face students will write things that make them happy. (See photo below).
- 3) Using the cooperative strategies Teams Chant and Dance and Movement students will present their ‘happy faces’ to the rest of the class. Therefore, students will present their project singing (the lyrics will be the things they wrote that make them happy) and dancing.
- 4) Teacher will lead the class into a discussion about why it is important that we try to control our own emotions and try to be happy people.

Team Chants

1. Students work in small groups to make Team Chants related to the content.
2. First, students come up with the words and phrases related to the content.
3. Then they come up with a rhythmic chant that highlights the important words or phrases.

4. Finally, they add rhythm to their chant, usually in the form of stomping, clapping, pounding or snapping.
5. Movements may be integrated with Team Chants to engage the bodily/kinesthetic intelligence.

### Dance & Movement

1. Students can make their own movements to symbolize events, phenomena, words.
2. Movements can be performed with the fingers, hands, arms or the entire body.
3. Dances evolve as movements become more elaborate.
4. Students can make up their own personal movements and dances, or they can choreograph a movement or dance for a small group or for the class.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

#### *✍* A.1. Definition of the terms to be learned:

First, teacher will review what “Emotional Intelligence” is: “Today we are going to continue learning about Emotional Intelligence. Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others. (Goleman, 1995). Emotional Intelligence is also used to talk about the combination of Interpersonal Intelligence and Intrapersonal Intelligence.” (See visual from previous lesson.)

Second, teacher will review the two main components of Intrapersonal Intelligence: “It has two different components: 1) Self-Awareness and 2) Self-management.” (See visual chart from previous lesson.)

Third, teacher will tell students today they are going to focus on Self-management. Teacher will explain the 6 components of Self-management: 1. Emotional Self-control; 2. Transparency; 3. Adaptability; 4. Achievement Orientation; 5. Initiative and 6. Optimism. (See visual. Intrapersonal Intelligence. Self-Management (1-2)).

#### *✍* A.2. What would the students be able to do at the end of the lesson?

“At the end of this lesson you will be able to think about ways to: 1) control yourself so when you are mad, sad, ..., you can actually make yourself feel better; 2) follow your moral values so you can always be proud of your actions; 3) adjust to different situations;

4) meet your goals; 5) act on opportunities and maximize your potential for being successful; 6) find the courage to never give up.”

☞ **A.3. Why is this important?**

“In order for you to understand the importance of your own emotions I am going to read you a passage from a book titled *Your Erroneous Zones* by Dr. Wayne Dyer and, when I am done reading it, we are going to discuss why it is so important to take care of your own emotions. The passage goes like this: (See visual titled: “Importance of controlling your thoughts” 1-2). (Dyer, W. 1995: 14-15).

☞ **A.4. What are the students going to do?**

Students will be doing the same thing they did in the previous lesson, but this time they will be working with the components of Self-Management.

“You are going to be working with your group partners. You will be thinking about one time you have used a particular skill of your intelligence in order to feel more comfortable in a particular situation. (Students will apply the intrapersonal intelligence skills to some experience of their own.) You will fill out an Intrapersonal Reflection Sheet, “How can I use my Intrapersonal Intelligence Skills to be happier?” You will share with your classmates when the teacher asks you to do that. Today we will focus on the second part of Intrapersonal Intelligence: Self-Management”.

**B. Teacher will model the activities.**

Teacher will use the transparencies ‘How can I use my Intrapersonal Intelligence Skills to be happier?’ (1 - 6) to read out loud all the different examples. Teacher will invite students to discuss them and to think about other possible situations.

**C. Students Practice.**

☞ **Activity:** “How can I use my intrapersonal skills to be happier? (1) The time I cheered myself up”.(2)”

☞ **Cooperative Strategies:** Rally Robin, Rotating Recorder, Numbered Heads Together, Carousel Discussion.

☞ **Description:** (Same of previous lesson. During this lesson they will be working with Self-Management.

- 1) Students will be reading, independently, the pages titled ‘Intrapersonal Intelligence (2): Self-Management (1-2).’ Teacher will invite students to make ‘personalized comments’ on their notebook that best describe their understanding of these six elements. Teacher will explain that by ‘personalized comments’ we are making reference to a way of putting

information that is most significant to them. They should use their multiple intelligences in order to represent this information.

- 2) Second, using the cooperative strategy *Blackboard Share*, students will share with the rest of the class what their understanding of these six elements is. Teacher should have previously divided the blackboard in six different sections that represent the six elements that compose Self-Management. Teacher could use bulletin board paper of 6 different colors to create a better visual representation. In order to avoid any type of confusion, teacher should put a heading that describes each element on top of each paper. (See below for headings).
- 3) Teacher will give one chart to each group – there are six different charts corresponding to the six parts that compose the Self-Management part of Intrapersonal Intelligence-.
- 4) Student will read the chart and will discuss the topic using the cooperative strategy *Rally Robin* and *Affirmation Passport*.
- 5) Students will fill up the chart using the cooperative strategy *Rotating Recorder*.
- 6) Students will share with the rests of their classmates using the cooperative strategies *Numbered Heads Together* and *Carousel Discussion*.

Note: We believe using different color paper would be preferred to using just the blackboard for the following reasons: 1) the fact there are different colors would make it easier for students to remember there are six different elements; 2) it would be easier for students to glue their comments to paper instead of the blackboard and 3) it can be displayed later at a different location in the room or in the school.

***A. Repeat overall big picture of what students were supposed to learn.***

1. Review what Emotional Intelligence is: “Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others.”

2. Review the part of Intrapersonal Intelligence that we learned today. Teacher will use transparency: Intrapersonal Intelligence (1) Self-Management. Teacher will also give a copy to students so everybody can follow teacher’s review easier and can get back to this explanation later on.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

- 1) Who could tell me one way in which you can use your Self-Management skills to be happier?
- 2) Would this information, that you have learned today, be useful if you were again in a situation similar to the ones presented by the teacher? How could you use it?
- 3) Could you think of a situation where you could use your Self-Management skills?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: J.K. Rowling. (See visual)

☞ Game:

*Colored eggs (active)*

Equipment: music

One player is chosen to be the Fox. One player is chosen to be the Hen. All the rest of the players are the colored eggs. The fox must stand far enough away from the hen and her eggs that he/she can't hear them. The hen assigns a color to each egg by whispering the color in their ear. The eggs line up facing the hen. The fox comes up behind the hen and acts like he is knocking on a door. The hen responds, "Who is it?" The fox replies, "It's the fox." The hen says, "What do you want?" The fox says, "Colored eggs." The hen says, "I haven't got any." At this point all the players who are eggs laugh loudly. The fox says, "I hear them laughing." "O.K." says the hen. "What color do you want?" The fox begins to guess colors. When he guesses a color that is assigned to an egg the egg begins to run. If the fox catches the egg a new fox and a new hen are picked. If the fox doesn't catch the egg before it gets back to the hen he must guess another color and try to catch the next egg. However, before the fox can make his/her guess the fox must knock on the door each time and the conversation between fox and hen must be repeated each time.

***Inform students of topic of next lesson.***

"In the next writing lesson, you are going to continue learning about Emotional Intelligence and compose a 'Personal Narrative essay' titled "The way I cheered myself up".

.....

**4. Assessment:**

4.1. Informal:

4.1.1. **Check for understanding:** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ **Bloom's Taxonomy:**

➤ 1. Knowledge

- ✓ 1. Can you name the intellectual skill that we use to control ourselves when we get mad, angry, frustrated, sad...or when we feel like doing something at a time or a place that is not appropriated? (Emotional self-control).
- ✓ 2. Describe what happened when we do not use the intellectual skill emotional self-control and what happens when we use it?
- ✓ 3. Whether is true or false: When we do not use the intellectual skill 'Transparency' (Follow your moral values. Be honest) we are not as happier as if we follow it. Can you explain why this happens?

➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by Adaptability (Be able to be flexible and adjust to the situation)?
- ✓ 2. Can you tell what are going to be the benefits of enhancing your Intrapersonal Intelligence?

➤ 3. Application

- ✓ 1. Can you think of a situation where you would benefit from using the skills we learned during this lesson?

➤ 4. Analysis

- ✓ 1. How are the skills that we learned during this lesson similar/different to the ones we learned during the previous lesson?

➤ 5. Synthesis

- ✓ 1. Can you create a chart/song/poem/etc to summarize the main ideas behind these strategies we learned during this lesson?

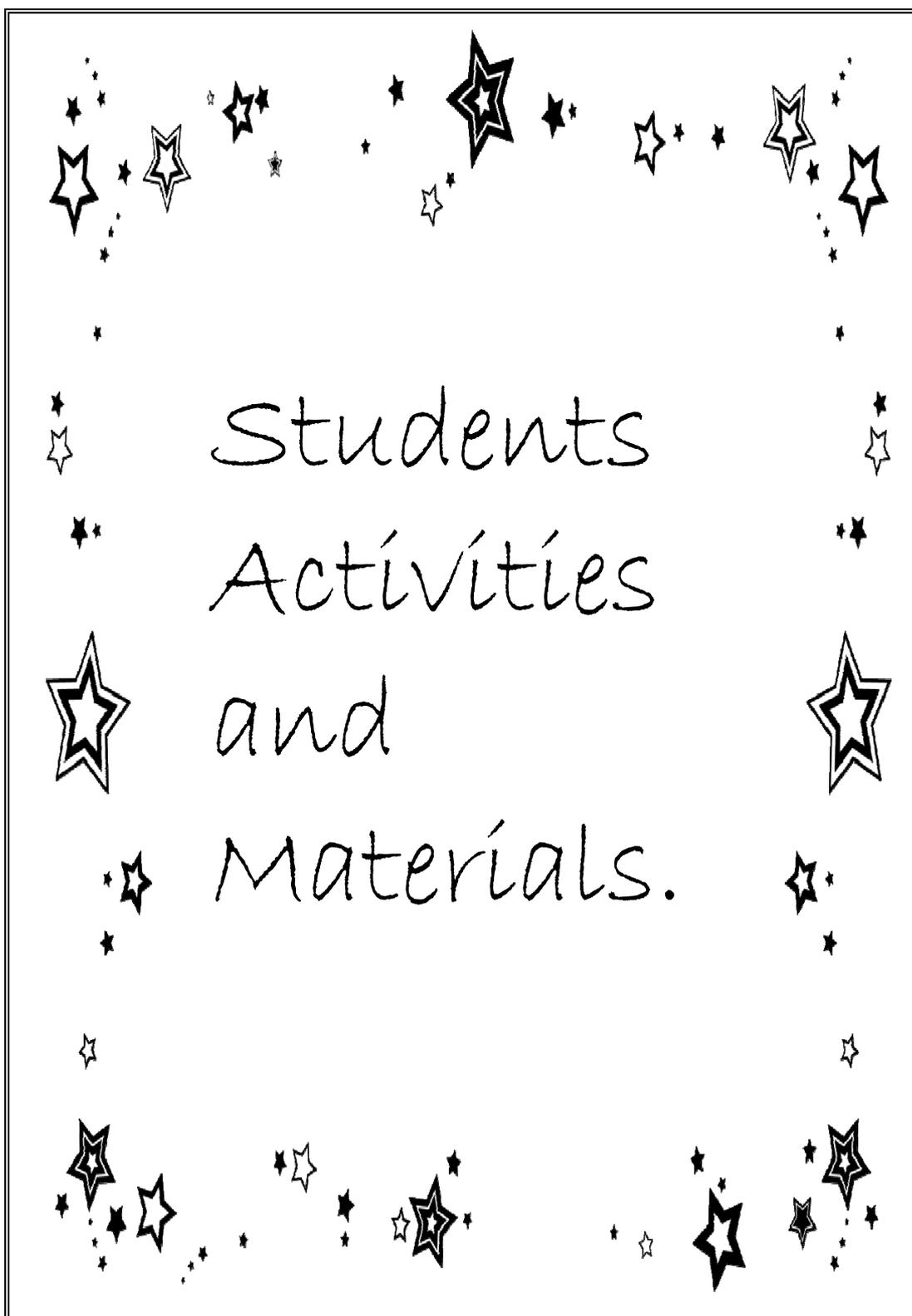
➤ 6. Evaluation

- ✓ 1. Do you believe using your Intrapersonal Intelligence Skills are going to improve your life?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

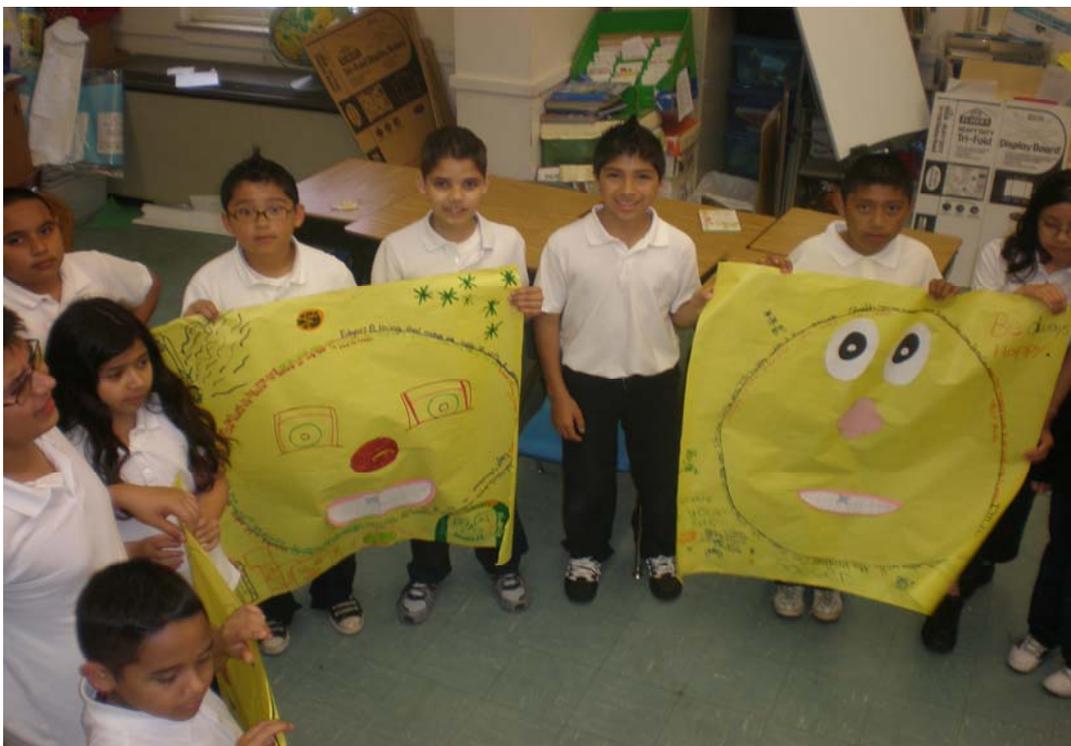
4.2. Formal:

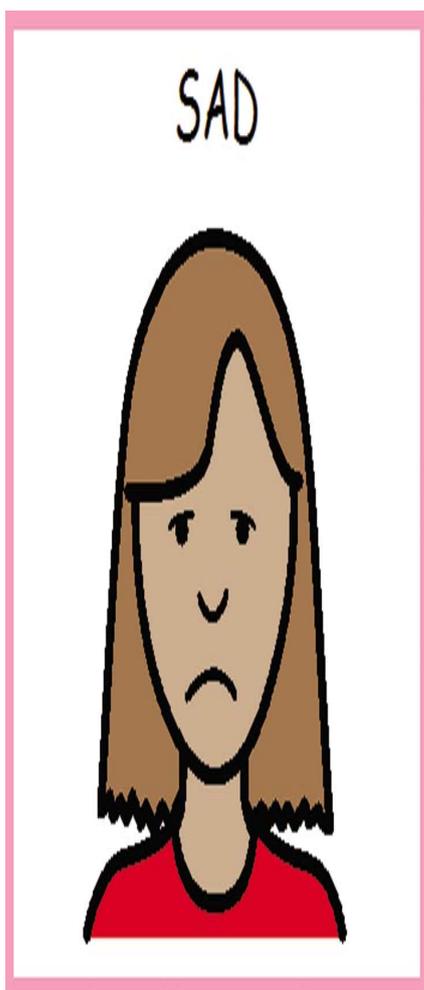
4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric)



Students  
Activities  
and  
Materials.

**Introductory Activity. Happy Face.**



**Intrapersonal Intelligence (2) Self-management: 1) Emotional Self-Control.**

## 1. Emotional Self-control:

Controlling yourself when you get mad, angry, frustrated, sad...or when you feel like doing something at a time or a place that is not appropriated.

- 1) **How am I feeling?** *Ex: Maria is sad.*
- 2) **Why am I feeling this way?** *Ex: Her parents do not let her play Nintendo.*
- 3) **What am I doing wrong when I am not controlling myself?** *Ex: She starts yelling at her parents and she gets in trouble.*
- 4) **What can I do to feel better?** *Ex: Susan understands there is a time for everything and controls that madness.*

**Intrapersonal Intelligence (2) Self-management: 2) Transparency.**

## **2. Transparency:** Follow your moral values. Be honest.

### **1) What is good?**

*Ex: To study hard and not cheat on a test.*

### **2) What is bad?**

*Ex: To lie to others.*

### **3) How am I feeling when I am not being transparent or I know somebody is not being honest?**

*Ex: Bad.*

### **4) What should I do to feel better?** *Ex: Reflect on what would be the most appropriate behavior and act on it.*

Intrapersonal Intelligence (2) Self-management: 3) Adaptability.



### **3. Adaptability:**

Be able to be flexible and adjust to the situation.

**1). *How am I feeling?***

*Ex: Rosalia is mad.*

**2). *Why am I feeling this way?*** *Ex: She can't play outside.*

**3). *What is going to happen if I do not adjust to the situation?***

*Ex: If I misbehave I am going to be punished.*

**4). *How can I be happier?*** *Ex: Listening to the teacher and following directions. The teacher will reward us for being good students.*

Intrapersonal Intelligence (2) Self-management: 4) Achievement Orientation.



## 4. Achievement Orientation:

Striving to improve or to meet a standard of excellence.

**1. What are my goals?** *Ex: To know a lot about computers.*

**2. How am I feeling right now about them?** *Ex: Jose is excited about the idea of being a computer genius. He wants to meet and standard of excellence. He wants to be a great computer person.*

**3. How can I change this situation?** *Ex: Enrolling in computer classes. Subscribing to computer magazines. Getting a good computer.*

**Intrapersonal Intelligence (2) Self-management: 5) Initiative.**



**mouth**

## **5. Initiative:**

To be able and ready to act on opportunities. Ability to make fast decisions at the right time.

### **1. What are my goals?**

*Carlos wants to become a successful person.*

### **2. How do I feel about getting my goal? Do I trust myself? Without confidence you cannot succeed.**

*Ex. Carlos has confidence on himself; Carlos believes he can do whatever he sets his mind for.*

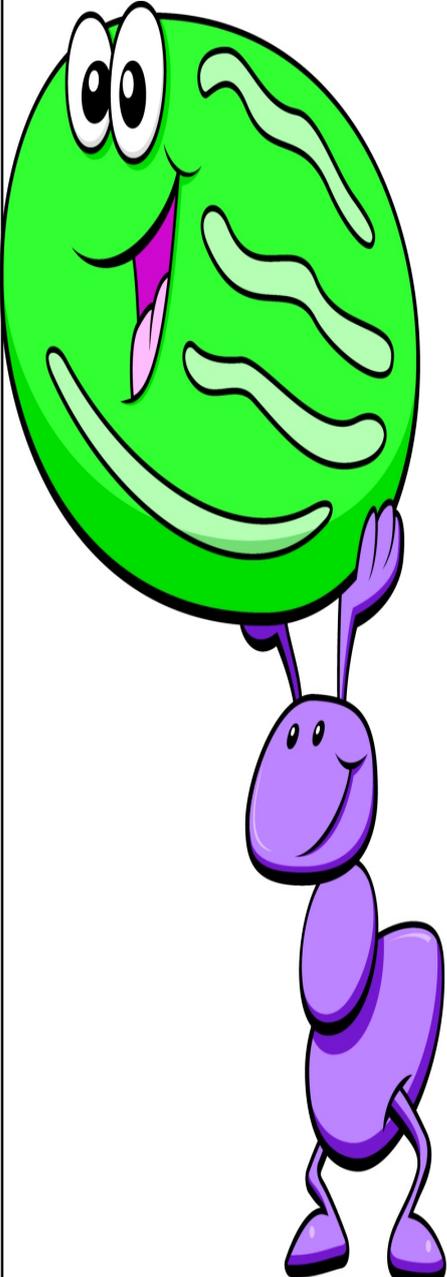
### **3. How can I get my goal?**

*Use analyzing techniques:*

*3.1. Go for a walk and think about what you see.*

*3.2. Talk to somebody.*

*3.3. Think about something somebody may need.*

**Intrapersonal Intelligence (2) Self-management: 6) Optimism.**A cartoon illustration of a purple worm-like creature with a smiling face, holding a large green smiley face with a pink tongue sticking out. The smiley face has large white eyes and a wide, curved mouth. The worm is standing on its hind legs, holding the smiley face with its front legs.

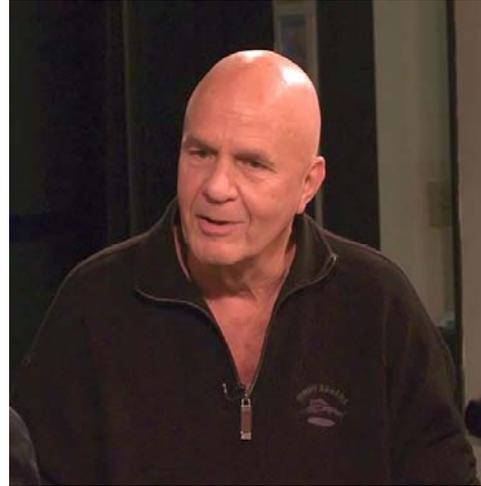
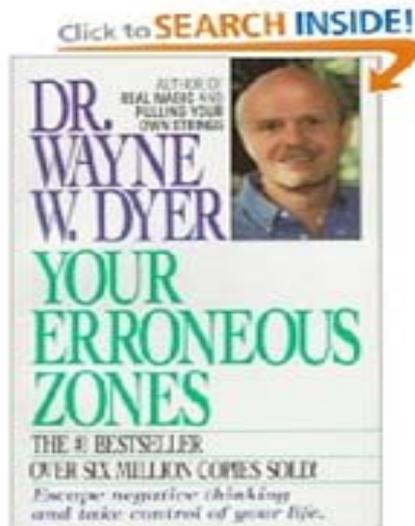
**6. Optimism:**  
To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up.

**1) What are my goals?**  
*Ex: Juan wants to become a good writer.*

**2) How do I feel about not having what I want to know?**  
*Ex: He is feeling sad about it because writing was his dream and he can see he is not a 'great writer' as of right now.*

**3) How can I change the way that I feel and get what I want?**  
*Ex: Believing in yourself. Thinking positively. Working hard and never giving up.*

## Importance of controlling your thoughts. (1)

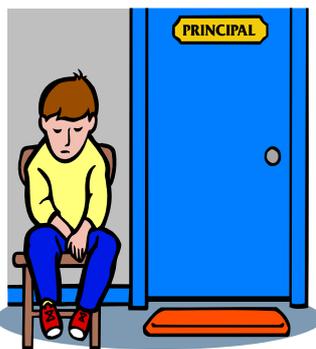
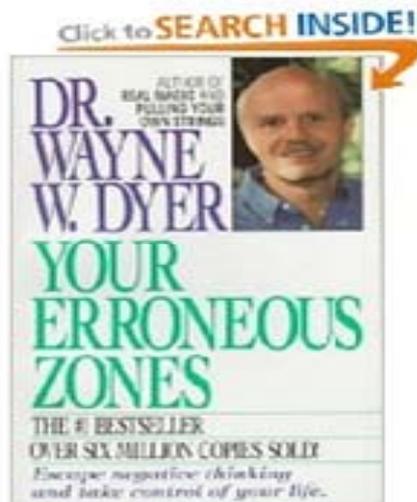


You have the power to think whatever you choose to allow into your head. If something just ‘pops’ into your head (You choose to put it there, though you may not know why), you still have the power to make it go away, and therefore you still control your mental world.



I can say to you, “Think of a pink antelope,” and you can turn it green, or make it an aardvark, or simply think of something else you choose. You alone control what enters your head as a thought. [...] Your thoughts are your own, uniquely yours to keep, change, share, or contemplate.

## Importance of controlling your thoughts. (2)



[...] You cannot have a feeling (emotion) without first having experienced a thought. Take away your brain and your ability to 'feel' is wiped out. A feeling is a physical reaction to a thought. [...]

If you control your thoughts, and your feelings come from your thoughts, then you are capable of controlling your own feelings. And you control your feelings by working on the thoughts that preceded them. Simply put, you believe that things or people make you unhappy, but this is not accurate. You make yourself unhappy because of the thoughts that you have about the people or things in your life.



### Activity: “How can I use my Intrapersonal Intelligence Skills to be happier?”

First, remember there are six different elements that compose the Self-Management of Intrapersonal Intelligence:

- 📖 1. Emotional Self- Control: Controlling yourself when you get mad, angry, frustrated, sad,...or when you feel like doing something at a time or a place that is not appropriated.
- 📖 2. Transparency: Follow your moral values. Be honest.
- 📖 3. Adaptability: Be able to be flexible and adjust to the situation.
- 📖 4. Achievement Orientation: *Striving to improve or to meet a standard of excellence.*
- 📖 5. Initiative: To be able and ready to act on opportunities. Ability to make fast decisions at the right time.
- 📖 6. Optimism: To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up.

Read to yourself the page titled ‘Intrapersonal Intelligence (1): Self-Management (1-2).’ Make ‘personalized’ comments on your notebook that best describe your understanding of these 6 elements. (‘personalized’ -- Ex. You may create a mind map, a drawing / collage, write, put it in form of a song / poem, etc. Just think about your multiple intelligences – how would this information be most significant for you?)

Second, using the cooperative strategy *Blackboard Share*, you will share with the rest of the class what your understanding of these four elements is.

Third, with your team members, using the cooperative strategy Rally Robin, you will read the chart that was given to your group. “Think about one time when you have felt like this or somebody that you know has gone through it. Reflect on what you could do to be happier; this is how could you use your Intrapersonal Intelligence to control your feelings and emotions?” Before you begin writing, every body in the group will be sharing their personal understanding about the element your group is working on. For that, you will use the cooperative strategy *Affirmation Passport*.

Fourth, you will fill out the chart using the cooperative strategy *Rotating Recorder*.

Fifth, you will share with the rest of your classmates using the cooperative strategies *Numbered Heads Together*. Once every group has had an opportunity to talk about what they did, you will see your partner’s products using the cooperative strategy *Carousel Discussion*.

#### Rally Robin

Students take turns talking. When someone is talking the other one is quiet and listening.

Rotating Recorder

1. Students take turns recording / writing team responses on the lines provided below.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

Blackboard Share

1. As students are generating ideas in their teams, if they have an idea to share with the class, one student from the team goes to the board or chart paper to post his or her team's idea or answer.
2. There may be several students at a time posting ideas, each from a different team.
3. If a second idea is generated by a team and it is not yet posted, a second student from the team goes to the front of the class to post the idea.

Blackboard Share allows teams to continue working while the ideas are posted, and for the ideas of one team to impact on the discussions of others.

Numbered Heads Together

1. Students count off numbers in their groups.
2. Teacher poses a problem and gives wait time (Example: "Everyone think about how rainbows are formed. [Pause] Now make sure everyone in your team knows how rainbows are formed.")
3. Students lift up from their chairs to put their heads together, discuss and teach.
4. Students sit down when everyone knows the answer or has something to share or when time is up.
5. Teacher calls a number. The student with that number from each team answers question individually, using: Response cards, chalkboard response, manipulative, etc.

Affirmation Passport

1. Teacher invites students to talk about a topic.
2. Each student may participate in any order.
3. Students must give each other a positive affirmation before they contribute to the task or discussion: "I appreciate the way you used yellow to make the name stand out more. I'm going to try to use orange to .."
4. Use one of the affirmation passport cards every time that you talk.

Carousel Discussion

1. Teams products are displayed on tables.
2. Each team has a predetermined time to visit other's team product. The teacher will use music. They can be in this other group as long as the music is playing. When the music stops they need to move to next group. They will move clockwise.

3. During the time they are visiting other's team place they need to read and discuss what they are just learning. One person will be in charge of reading out loud each time. They will rotate taking turns reading as they move around the classroom.

**APPRECIATION / AFFIRMATION PASSPORT CARDS.** Created by Maria Isabel Garcia Garrido.

<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>  <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Thank you for sharing your information/data/facts/... with me"; it has helped me to ...". Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>  <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "What I appreciate/ value/ am thankful for/.... is..." Note: This is just an example. You can adjust it to say something in the same line.</p>
<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>  <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Thank you for sharing your information/data/facts/... with me"; it has helped me to ...". Note: This is just an example. You can adjust it to say something in the same line.</p>	<p style="text-align: center;"><b>APPRECIATION PASSPORT</b></p>  <p><b>APPRECIATION</b> You will express that you are thankful for something that your partners said. <u>Example:</u> "Your definition (or whatever that he/she did) has helped me to understand it better". Note: This is just an example. You can adjust it to say something in the same line.</p>

## Intrapersonal Intelligence (2): Self-Management.

### Intrapersonal Intelligence (2): Self-Management. (1)

**1. Emotional Self- Control:** Controlling yourself when you get mad, angry, frustrated, sad,...or when you feel like doing something at a time or a place that is not appropriated.

- 1.1. **How do I feel?** Ex: Susan is sad.
- 1.2. **Why do I feel that way?** Ex. Her parents didn't let her play Nintendo.
- 1.3. **What am I doing when I am not in control of my emotions?** Ex. She starts yelling at her parents and she gets in trouble.
- 1.4. **What can I do to feel better?** Ex. Susan understands there is a time for everything and controls that madness.



**2. Transparency:** Follow your moral values. Be honest.

- 2.1. **What is good?** Ex: To study hard and not to cheat on a test.
- 2.2. **What is bad?** Ex. To lie to others.
- 2.3. **How am I feeling when I am not being transparent or I know somebody is not being honest?** Ex. Bad.
- 2.4. **What should I do to feel better?** Ex. Reflect on what would be the most appropriate behavior and act on it.



**3. Adaptability:** Be able to be flexible and adjust to the situation.

- 3.1. **How am I feeling?** Ex: Rosalia is mad.
- 3.2. **Why am I feeling this way?** Ex: She can't play outside.
- 3.3. **What is going to happen if I do not adjust to the situation?** Ex: If I misbehave I am going to be punished.
- 3.4. **How can I be happier?** Ex: Listening to the teacher and following directions. The teacher will reward us for being good students.



**4. Achievement Orientation:** Striving to improve or to meet a standard of excellence.

- 4.1. **What are my goals?** Ex: To know a lot about computers.
- 4.2. **How am I feeling right now about them?** Ex: Jose is excited about the idea of being a computer genius. He wants to meet and standard of excellence. He wants to be a great computer person.
- 4.3. **How can I change this situation?** Ex: Enrolling in computer classes. Subscribing to computer magazines. Getting a good computer.



Chart created by Maria Isabel Garcia Garrido.

## Intrapersonal Intelligence (2): Self-Management. (2)

**5. Initiative:** To be able and ready to act on opportunities. Ability to make fast decisions at the right time.

- 1. **What are my goals?** *Carlos wants to become a successful person.*
- 2. **How do I feel about getting my goal? Do I trust myself?** *Without confidence you cannot succeed. Ex. Carlos has confidence on himself; Carlos believes he can do whatever he sets his mind for.*
- 3. **How can I get my goal?** *Use analyzing techniques:*

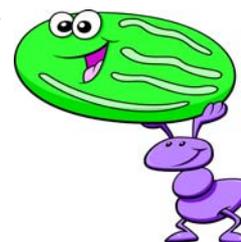
- 3.1. *Go for a walk and think about what you see.*
- 3.2. *Talk to somebody.*
- 3.3. *Think about something somebody may need.*



**mouth**

**6. Optimism:** To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up.

- 1. **What are my goals?** *Ex: Juan wants to become a good writer.*
- 2. **How do I feel about not having what I want to know?** *Ex: He is feeling sad about it because writing was his dream and he can see he is not a 'great writer' as of right now.*
- 3. **How can I change the way that I feel and get what I want?** *Ex: Believing in yourself. Thinking positively. Working hard and never giving up.*



*Chart created by Maria Isabel Garcia Garrido*





**Activity. “How can I use my Intrapersonal Intelligence Skills to be happier?” (3)**

<i>Intrapersonal Intelligence Skill</i>	<i>Without using Intrapersonal Intelligence</i>	<i>Using Intrapersonal Intelligence</i>
<p><b>3. Adaptability:</b>  <i>Be able to be flexible and adjust to the situation.</i></p> <p><u>We need to answer the questions:</u></p> <p>3.1. <b>How am I feeling?</b> Ex: <i>Rosalia is mad.</i></p> <p>3.2. <b>Why am I feeling this way?</b> Ex: <i>She can't play outside.</i></p> <p>3.3. <b>What is going to happen if I do not adjust to the situation?</b>            Ex: <i>If I misbehave I am going to be punished.</i></p> <p>3.4. <b>How can I be happier?</b>            Ex: <i>Listening to the teacher and following directions. The teacher will reward us for being good students.</i></p>	<p><u>Teacher's example:</u></p> <p><i>Rosalia is mad. The teacher had told the class, the day before, that they were going to play outside. It is snowing and they have to stay inside. They can't play games in the class either. The principal asked them to do a tornado drill along with a red code drill. She gives an attitude to the teacher and she is being punished for that.</i></p> <p><u>Student's example:</u></p> <p><b>1). How am I feeling?</b>            .....</p> <p><b>2). Why am I feeling this way? What is the problem?</b>            .....</p> <p><b>3). What is going to happen if I do not adjust to the situation?</b>            .....</p>	<p><u>Teacher's example:</u></p> <p><i>Rosalia understands there is a time for everything. She respects the teacher and follows the directions for the drills. When everything is over, the teacher feels very proud of the class because they understood the problem and adjusted to the situation. The teacher prepares funny games for them to celebrate how well they have behaved.</i></p> <p><u>Student's example:</u></p> <p><b>1). How can I be happier using my adaptability skills?</b>            .....</p> <div data-bbox="1005 1747 1260 1904" data-label="Image"> </div>

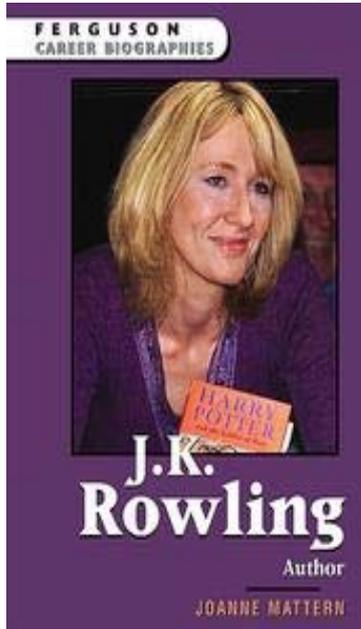






Interesting Fact. Optimism.

## OPTIMISM



J.K. Rowling, the author of Harry Potter, was divorced and living on public assistance with her daughter in a tiny apartment in Edinburgh. The first book in the series was rejected by 10 publishers. She kept her optimism and never gave up.



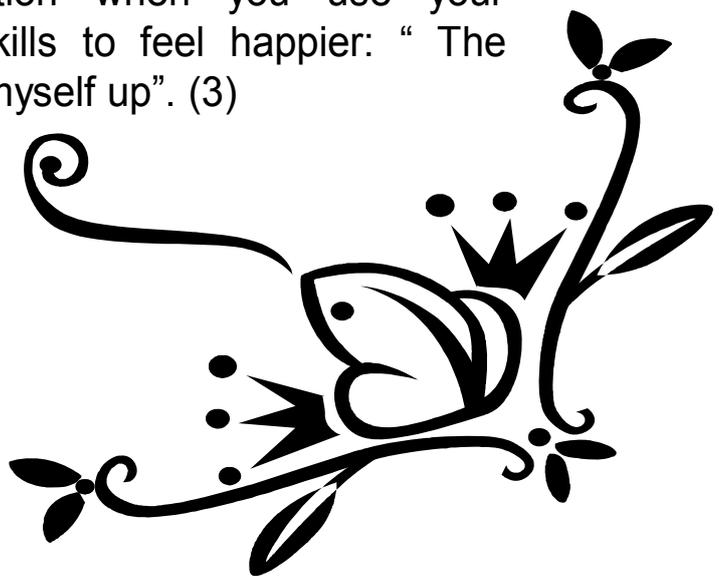
## LESSON NUMBER: 46

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence. (3)  
Intrapersonal Intelligence. (3) Learn about  
Personal Narrative Writing. (6)

➤ **CONTEXT:**

“Write a Personal Narrative Essay talking  
about a situation when you use your  
intrapersonal skills to feel happier: “ The  
time I cheered myself up”. (3)





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (3) Intrapersonal Intelligence. (3) Learn about Personal Narrative Writing. (6)

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a Personal Narrative Essay talking about a situation when you use your intrapersonal skills to feel happier: “The time I cheered myself up.” (3)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 46

.....

## 1. OBJECTIVES:

### 1.1. Content Objectives:

- Same of previous lesson and also:
- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### 1.2. Language Objectives:

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

## 2. STRATEGIES:

1. Cooperative strategies: 1.1. 4 S Brainstorming; 1.2. Travelling Heads Together; 1.3. Art Co-Workers 2. Modeling; 3. Independent practice.

.....

## 3. ACTIVITIES:

### 3.1. Materials: School supplies.

### 3.2. Introductory Set:

#### *Review of previous lesson:*

- ✓ Review Questions: Teacher will review what we have studied in the previous two lessons about Intrapersonal Intelligence. Teacher will ask: Who remembers what .... Is?

#### ➤ Review Lesson

- ❖ **1. Emotional Self- awareness:** Recognizing one's emotions and their effects.
- ❖ **2. Accurate Self – assessment:** Knowing one's strengths and limits.
- ❖ **3. Self – Confidence:** When you know that there are things that you can do very well. When you trust yourself, when you know you have many good things.
- ❖ **4. Self –Motivation:** Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.

Could you give an example of each one of these Intrapersonal Intelligence Skills? (Bloom's Taxonomy: Knowledge; Comprehension).

#### ➤ Review Lesson

- ❖ **1. Emotional Self-control:** Controlling yourself when you get mad, angry, frustrated, sad,...or when you feel like doing something at a time or a place that is not appropriated.
- ❖ **2. Transparency:** Follow your moral values. Be honest.
- ❖ **3. Adaptability:** Be able to be flexible and adjust to the situation.
- ❖ **4. Achievement Orientation:** Striving to improve or to meet a standard of excellence.
- ❖ **5. Initiative:** To be able and ready to act on opportunities. Ability to make fast decisions at the right time.
- ❖ **6. Optimism:** To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up.

Could you give an example of each one of these Intrapersonal Intelligence Skills? (Bloom's Taxonomy: Knowledge; Comprehension).

✓ Student Self-assessment:

☞ **Introductory Activity:** “Magic Wizard.”

☞ **Cooperative Strategies:** 4 S Brainstorming; Travelling Heads Together  
**Description:** Teacher will make it interesting by:

- 1) Presenting students with an invented situation where they will have to make a decision. “Imagine there is a magic wizard that tells you he is going to give you, every morning, as soon as you wake up, \$ 86,400 to spend on whatever that you want. He advices you that it is very important to make the most out of them. In case you don’t use all the money in one day you will loose the remaining dollars. This is you can’t save any one of these dollars for the next day; if you do not use the entire amount you will loose forever anything that is left. How would you use your \$ 86,400?”
- 2) Students will be working in groups of four using the strategy 4 S Brainstorming to figure out the answer.
- 3) When time is up they will share with their partners using the cooperative strategy Travelling Heads Together.
- 4) At the end of this activity teacher will show students the transparency where they could find out what the “magic wizard” was all about.

Travelling Heads Together:

1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number travel to a new team to share their answers.

4 S Brainstorming

1. *Sultan of Silly*: encourages silly ideas;
2. *Synergy Guru*: asks team-mates to expand or combine ideas; records ideas.
3. *Sergeant Support*: affirms all ideas and ensures judgement is suspended during brainstorming;
4. *Speed Captain*: encourages many ideas to be generated quickly.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will review what “Emotional Intelligence” is. Teacher will use transparencies from previous lessons.

Second, teacher will review what Personal Narrative is. Teacher will also use transparencies from previous lessons.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you would be able to think about the importance of living your life to the fullest.

☞ A.3. Why is this important?

If you do not learn to be happy nothing that you accomplish in your life will ever make you feel ‘satisfied’.

☞ A.4. What are the students going to do?

First, you are going to write your personal narrative essay about one time when you cheered yourself up.

Next, we are going to create a bulletin board with all the ideas that you have learned about Intrapersonal Intelligence. That will allow us to teach the whole school about how to be a happier person.

#### ***B. Teacher will model the activities.***

First, teacher will model how to write about one situation when he/she used his/her intrapersonal intelligence skills to cheer himself/herself up.

Second, teacher will provide an example of the way to do the bulletin board. Teacher will get 3 different color sheets of bulletin board paper. Each one of these sheets of paper will be designated to:

1) Name of Intrapersonal Intelligence Skill.

- 2) Example of a situation 'Without Using Intrapersonal Intelligence'.
- 3) Example of a situation 'Using Intrapersonal Intelligence'.

Teacher will print, in big letters, his/her examples and will glue them to the corresponding color sheet of bulletin board paper.

### ***C. Students Practice.***

☞ **Activity:** "How can I use my intrapersonal skills to be happier? (1) The time I cheered myself up".(3)"

☞ **Cooperative Strategies:** Art Co-Workers.

☞ **Description:** (Same of previous lesson. During this lesson they will be working with Self-Management.

- 1) Students will be reading, independently, the pages about 'Intrapersonal Intelligence' from previous lessons. (The pages with the examples).
- 2) Students will be working independently writing their personal narrative about the time they cheered themselves up using some Intrapersonal Intelligence skills.
- 3) Students will create their bulletin board about Intrapersonal Intelligence. Teacher will include on a box different slips of paper that have all the Intrapersonal Intelligence Skills. One person, from each group, will pull out two papers and will read out loud what is on them. Students will reread what they did about those skills and, using the cooperative strategy Art Co-Workers; will represent them on a piece of paper that they will glue to the bulletin board when the teacher invites them to do so.
- 4) Students will incorporate the personal narrative essays they have composed to their bulletin board.

### ***A. Repeat overall big picture of what students were supposed to learn.***

Today we all have reviewed all the Intrapersonal Intelligence Skills that we can use in order to be a happier person. These are: (use transparency)

- 1. Emotional Self- awareness:** Recognizing one's emotions and their effects.
- 2. Accurate Self – assessment:** Knowing one's strengths and limits.
- 3. Self – Confidence:** When you know that there are things that you can do very well. When you trust yourself, when you know you have many good things.

**4. Self –Motivation:** Ability to generate in yourself the enthusiasm for doing something or find a reason for acting.

**1. Emotional Self-control:** Controlling yourself when you get mad, angry, frustrated, sad,...or when you feel like doing something at a time or a place that is not appropriated.

**2. Transparency:** Follow your moral values. Be honest.

**3. Adaptability:** Be able to be flexible and adjust to the situation.

**4. Achievement Orientation:** Striving to improve or to meet a standard of excellence.

**5. Initiative:** To be able and ready to act on opportunities. Ability to make fast decisions at the right time.

**6. Optimism:** To be determined, persistent in pursuing ones goals despite obstacles and difficulties. Never give up.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Can you think about ways you can use your Intrapersonal Intelligence Skills in order to be happier? Can you name them and give examples?

***C. Add a closing story or interesting fact.***

One of the fastest ways to happiness is laughing and it is almost guarantee when we play a game with a friend we are going to laugh.

☞ Game:

*Bandit (circle/passive)*

"It" stands in the middle of the circle. When he points at one of the players in the circle and says "Bandit!", that person must put both hands over his ears. The person to the bandit's right must put the hand nearest to the bandit over his own left ear, while the person on the bandit's left puts his nearest hand over his own right ear. If any one of the three make a mistake by covering the wrong ear, or by using two hands when only one is to be used, or failing to react at all before the person who is "IT" counts to ten, he becomes "IT".

***Inform students of topic of next lesson.***

“In the next writing lesson, you are going to learn how to make more friends.”  
 .....

**4. Assessment:**

#### 4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

##### ❖ ***Bloom's Taxonomy***:

###### ➤ 1. Knowledge

- ✓ 1. Can you name the intellectual skill that we use to recognize one's emotions and their effects? (Emotional Self- awareness)
- ✓ 2. Describe what happened when we do not use the intellectual skill Accurate Self – assessment: Knowing one's strengths and limits?
- ✓ 3. Can you name the intellectual skill that we use to control ourselves when we get mad, angry, frustrated, sad,...or when we feel like doing something at a time or a place that is not appropriated? (Emotional self-control).

###### ➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by “Self – Motivation”? (Ability to generate in yourself the enthusiasm for doing something or find a reason for acting)?
- ✓ 2. Can you tell what are going to be the benefits of enhancing your Intrapersonal Intelligence?
- ✓ 3. Can you provide an example of what you mean by Adaptability ( Be able to be flexible and adjust to the situation)?
- ✓ 4. Can you tell what are going to be the benefits of enhancing your Intrapersonal Intelligence?

###### ➤ 3. Application

- ✓ 1. Can you think of a situation where you would benefit from using the skills we learned during this lesson?

###### ➤ 4. Analysis

- ✓ 1. How are the skills that we learned during this lesson similar/different to the ones we learned during the previous lesson?

➤ 5. Synthesis

- ✓ 1. Can you create a chart/song/poem/etc to summarize the main ideas behind these strategies we learned during this lesson?

➤ 6. Evaluation

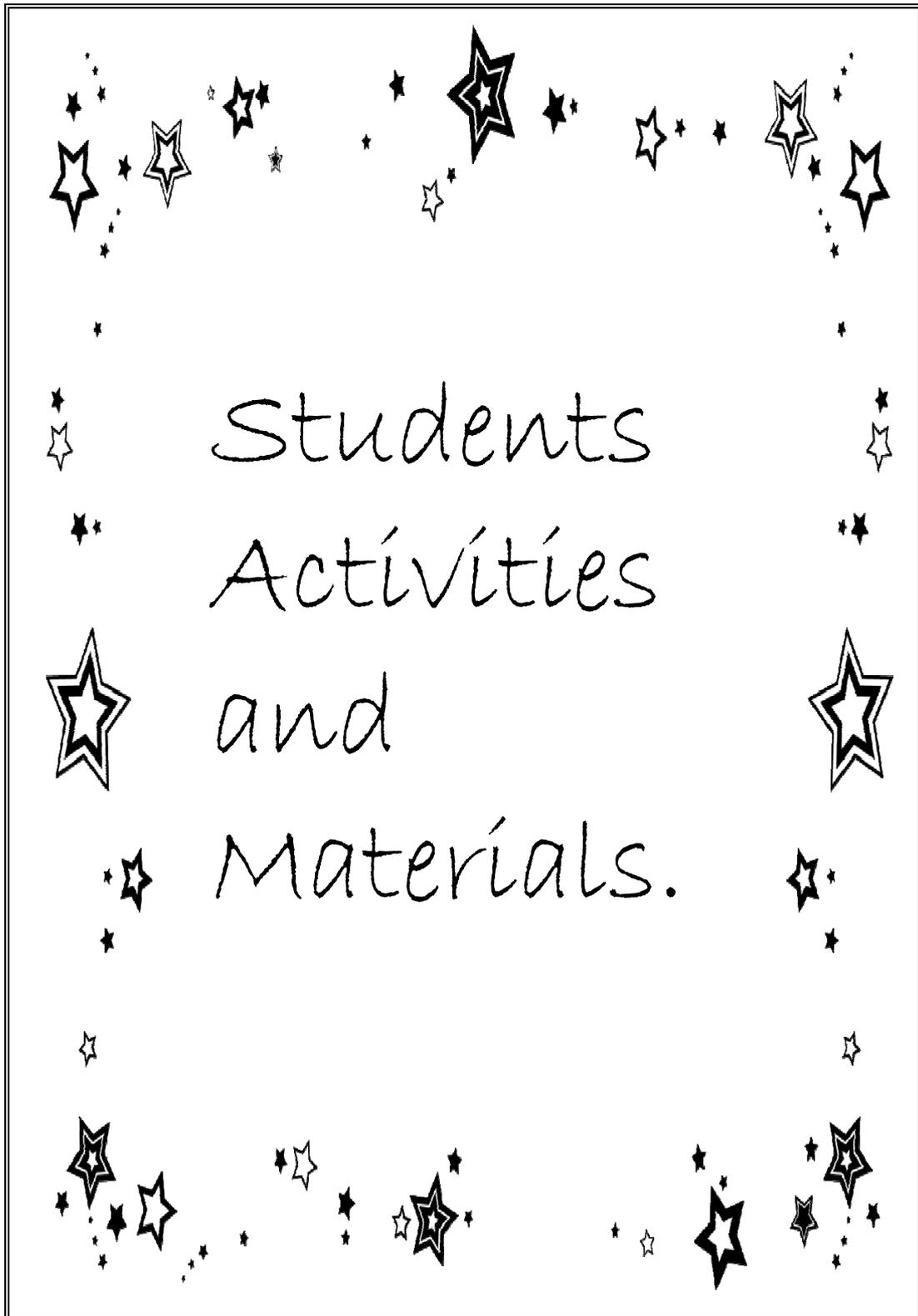
- ✓ 1. Do you believe using your Intrapersonal Intelligence Skills are going to improve your life?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric** (Same of lesson 43)



Students  
Activities  
and  
Materials.

**Introductory Activity 1. Answer to the question the wizard is asking you.** Use the cooperative strategies 4 S Brainstorming and Travelling Heads Together.

***Travelling Heads Together:***

1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number travel to a new team to share their answers.

***4 S Brainstorming***

1. *Sultan of Silly:* encourages silly ideas;
2. *Synergy Guru:* asks team-mates to expand or combine ideas; records ideas.
3. *Sergeant Support:* affirms all ideas and ensures judgement is suspended during brainstorming;
4. *Speed Captain:* encourages many ideas to be generated quickly.



I am a wizard. I am going to give you, every morning, as soon as you wake up, \$ 86,400 to spend on whatever that you want.

I have to advice you that it is very important to make the most out of those dollars.

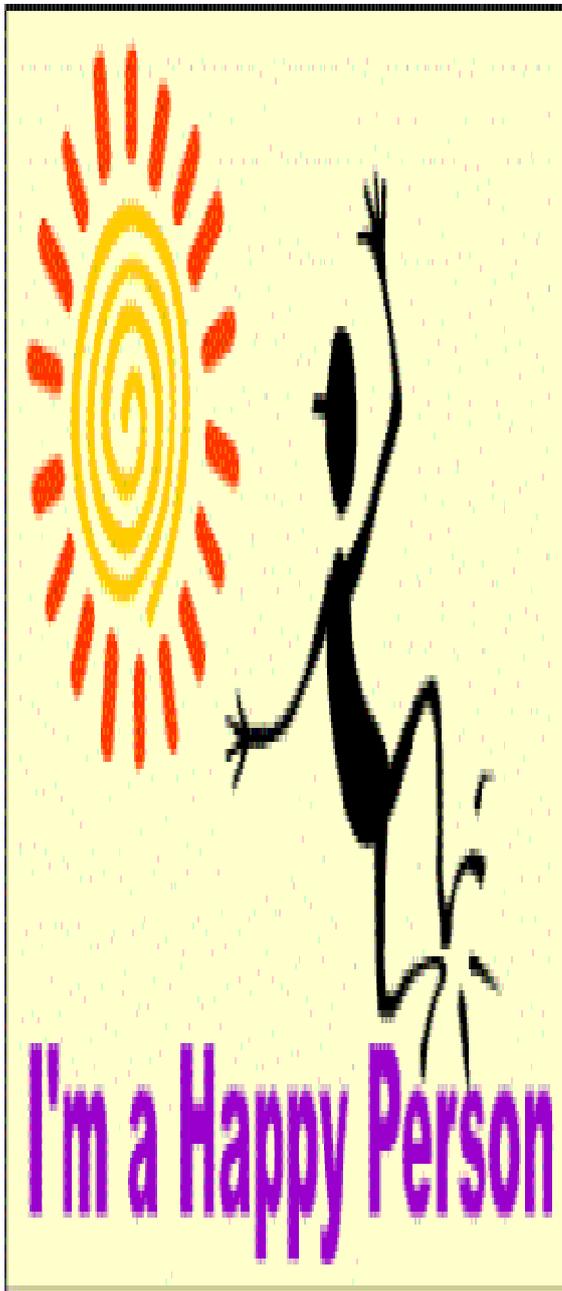
Moreover, in case you don't use all the money in one day you will loose the remaining amount. This is, you can't save any one of these dollars for the next day; if you do not use the entire amount you will loose forever anything that is left.

How would you use your \$ 86,400?

(4S Brainstorming Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel (Maribel) Garcia Garrido).

Name:	Job:
	<p>1. <b><i>Sultan of Silly</i></b>: encourages silly ideas. This person says things like: “Let’s have a crazy idea!” “Can anyone think of something funny?”</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <b><i>Synergy Guru</i></b>: asks team-mates to expand or combine ideas, records / writes ideas on a piece of paper. This person says things like: “Let’s build on that...” “Let’s combine these ideas”.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <b><i>Sergeant Support</i></b>: affirms all ideas and ensures judgement is suspended during brainstorming. This person says things like: “All ideas are great!” “That’s an excellent idea”. “I really like that!”</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <b><i>Speed Captain</i></b>: encourages many ideas to be generated quickly. This person says things like: “We only have one minute left”. “Let’s hurry!” “Let’s get quicker with our responses”.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Your 86,400 precious seconds.**



I am a friend of the wizard who asked you the question about the \$ 86,400.

I have to tell you that the wizard was talking about something that is worthier than money; it is your own life.

Everyday you have that amount, 86,400. He was talking not about dollars, but seconds in a day. If you multiply 24 hours by 60 you'll have 1440 minutes; and if you multiply this amount again by 60 you will have your 86,400 precious seconds in a day.

As it happened in the previous story, if you don't use them all you loose them. You only live everyday once. Learn to be happy. Learn to use all your seconds; they all count.

Happiness is like perfume you can't pour on others without getting a few drops for yourself.  
Ralph Waldo Emerson.

People are just as happy as they make up their minds to be.  
Abraham Lincoln

The quotes from above (Ralph Waldo Emerson and Abraham Lincoln) were taken from:  
<http://www.my-inspirational-quotes.com/inspirational-quotes/happiness/happy5.htm>

**Artist Co-workers** (Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel Garcia Garrido).

When the activity is finished, each of you has to write something that you have done to contribute to the team.

Name:	Job:
	<p>1. <b><u>Crazy painter</u></b>: Draws the disorganized side. He / she can give herself / himself a crazy look by pulling up his / her hair.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <b><u>Serious painter</u></b>: Draws the organized side. He / she can give herself / himself a serious look by wearing fake glasses.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <b><u>Writer</u></b>: Writes the story. He / she can give herself / himself a writers look by having plenty of markers, pens, different kinds of papers, etc.</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <b><u>Captain</u></b>: Makes sure everybody is on task and gives ideas to all the students as to how improve the project. He / she can give herself / himself a captain look by wearing a hat that says captain or having a whistle. He is also in charge of reporting the project. If there is a fifth student in this group this last role, reporter, will be attributed to him / her.</p> <p>.....</p> <p>.....</p> <p>.....</p>





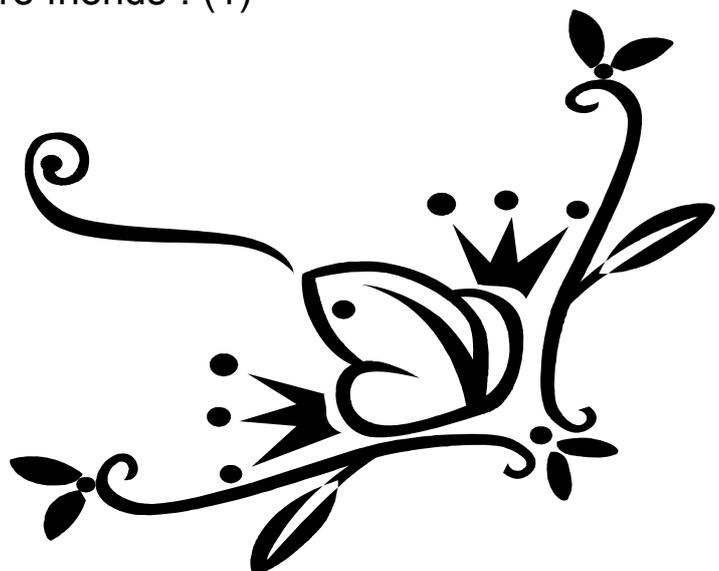
## LESSON NUMBER: 47

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence (4).  
Interpersonal Intelligence (1).

➤ **CONTEXT:**

“Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends”. (1)





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (4) Interpersonal Intelligence (1).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 47

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to describe ways of developing social awareness.
- Students will be able to apply strategies that foster successful team work.

### **1.2. Language Objectives:**

- Students will be able to write complete sentences that describe specific situations without any spelling mistakes and or using connectors when needed.
- .....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Talking Chips; 1.2. Corners; 1.3. Three Steps Interview; 1.4. Rally Robin; 1.5. Sharing Circles. 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn yesterday: Who remembers what Intrapersonal Intelligence is? (Use Emotional Intelligence definition

transparency from yesterday's lesson). Could you give an example of how can you use your Intrapersonal Intelligence to be a happier person? (Bloom's Taxonomy: Knowledge; Comprehension).

✓ Student Self-assessment:

🌀 **Introductory Activity:** "Role Play: *Who is the best leader?*"

🌀 **Cooperative Strategies:** *Talking Chips, Corners.*

🌀 **Description:** Teacher will make it interesting by:

- 1) Doing a role play. It will be a role play in three acts. It will reflect three different principals (1: Mean principal; 2: Principal who does not care; 3: Respectful, flexible and hard worker principal). Students will see, through the figure of the principals, what to be a leader is and how different things can be according to the leader that you may have. (See role play: *Who is the best leader?*). Teacher will also ask questions to foster higher level thinking and to guarantee understanding using Bloom's Taxonomy.
- 2) Once the role play is over, students will express their opinions about the principals using the cooperative strategy *Talking Chips*.
- 3) When they all have spoken, they will stand up and, individually – students do not need to agree on what the best principal is, they just need to reconsider what the best principal for them is – share with their class mates using the cooperative strategy *Corners*.
- 4) Teacher will make sure students understand the 'whole idea' behind the play by asking higher level questions using Bloom's Taxonomy:

❖ ***Bloom's Taxonomy:***

- ✓ 1. Before starting the play: (Knowledge)
  - Can you tell what is a principal?
  - Can you tell what is a leader?
  
- ✓ 2. During / between the acts: (Comprehension & Application)
  - What do you think is going to happen next? (Comprehension)
  - How do you think the students are going to feel in this atmosphere? (Comp)
  - What differences exist between the first principal and the second principal? (Comp)
  - What characteristics would you change in these two principals? (Application)
  
- ✓ 3. At the end of the play: (Analysis & Evaluation)
  - Which events could have happened if you had continued working under the leading of the first or second principals? (Analysis)
  - How were these third principal and teacher similar to the ones you have now? (Analysis)
  - Is there a better principal than this third one? (Evaluation)
  - What changes would you recommend to the third principal? (Evaluation)

*Talking Chips. 1. Only one talking chip.*

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.

*Corners*

1. Teacher will hang a picture or a word that names each one of the different principals. There will be a number and a sign that reads:
  - 1) The mean principal;
  - 2) The principal who does not care;
  - 3) The respectful flexible and hard worker principal.
  
2. Students will stand up and go to the corner that best represents their opinions.
3. Students will share with the rest of the students who are in that group.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will review what “Emotional Intelligence” is. Teacher will use transparencies from previous lessons.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to think about ways you can work most effectively in a team.

☞ A.3. Why is this important?

At one point in your life you will have to work with others; the better you know how to interact with others the more successful you will be at your job.

☞ A.4. What are the students going to do?

“Now we are going to perform an activity that is going to make us stronger in Emotional Intelligence. Today we will focus only on the second part of Emotional Intelligence, Interpersonal Intelligence which, in terms of Emotional Intelligence, is also called Emotional Competence. It has two different components: 1) Social-Awareness and 2) Relationship-management. Today we will focus only on the first 3 subcomponents: 1) (Teacher will use transparency to explain this to students.) We are going to be working with a partner to think about one time we have used a particular skill of our intelligence. We will fill up an Interpersonal Reflection Sheet, “How can I use my Interpersonal Intelligence Skills to have more friends or to get something that I want?” You will be working with your partners using the cooperative strategy *Three Steps Interview*. You will share with your classmates as the teacher asks you to do that.”

***B. Teacher will model the activities.***

Teacher will invite one student to come to the front of the class. Teacher will ask that person the questions that are written on the corresponding chart. As the student answers, the teacher will write it down. Student and teacher will switch roles - now the student will be the interviewer and the teacher will be the interviewee. He / she will tell students that they all have an example on their Interpersonal Intelligence Reflection Sheet.

### **C. Students Practice.**

☞ **Activity:** “How can I use my interpersonal skills to have more friends or get something that I want?(1)”

☞ **Cooperative Strategies:** Three Steps Interview, Rally Robin, Sharing Circles, Talking Chips.

☞ **Description:**

1. Teacher will give 1 chart to each pair of students – there are 6 different charts.
2. Student will read the chart and will discuss the topic using the cooperative strategy Rally Robin.
3. Students will fill up the chart using the cooperative strategy Three Steps Interview.
4. Students will share with the rests of their classmates using the cooperative strategy Sharing Circles and Talking Chips.

#### **A. Repeat overall big picture of what students were supposed to learn.**

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others.

#### **B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:**

Who could tell me one way in which you can use your Interpersonal Intelligence?

#### **C. Add a closing story or interesting fact.**

☞ Closing Story. Jokes (See below)

As we already know, laughing is a good way of relaxing and feeling ready for a new activity. Today, we are going to end this lesson guessing some jokes. Here you have them.

- 1) Teacher will place a box full of jokes in every team (Teacher will have previously pre cut them and put them inside of the box).

2) Using the cooperative strategy *Talking Chips*, students will pick a joke from the box and will read it.

3) When they have read all the jokes they will put them back in the box and they will get ready to move to the next group partners' seat when teacher invites them to do so. All the groups will move clockwise until they have visited all the different stations.

*Talking Chips. 1.1. Each student has a Talking Chip.*

1. One student reads what is on his / her slip (the slip = joke will be the talking chip).
2. He / she puts the joke on the centre of the tables.
3. He/she cannot talk till everybody has talked.

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning how to make more friends.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you explain, in your own words, one of the components of emotional intelligence?
- ✓ 2. Describe what may happen when we do not use the intellectual skill 'Empathy: Recognizing someone's emotions and getting interested in their concerns?'
- ✓ 3. Which is true or false: When leaders do not use the intellectual skill "Organizational Awareness: Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is." jobs are successfully done. (F)

➤ 2. Comprehension

- ✓ 1. Can you provide an example of what you mean by Inspirational Leadership (Inspiring and guiding individuals or groups towards achieving a positive goal.)?
- ✓ 2. Can you tell what are going to be the benefits of using Conflict Management Strategies when dealing with other people?

➤ 3. Application

1. Can you think of any other situation where you will benefit from using:

- 1) Teamwork and collaboration: Creating a group of people who works together towards getting a common goal.
- 2) Conflict Management: Solving problems trying to get to a position that is convenient for all the people involved in the situation.
- 3) Influence: Having impact on others using effective techniques to influence their opinions.
- 4) Inspirational Leadership: Inspiring and guiding individuals or groups towards achieving a positive goal.
- 5) Organizational Awareness: Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is.
- 6) Empathy: Recognizing someone's emotions and getting interested in their concerns.

➤ 4. Analysis

- ✓ 1. What are the similarities and differences among the six components of Interpersonal Intelligence?

➤ 5. Synthesis

- ✓ 1. Why don't you devise your own set of question which are going to help you explain somebody what each of the six components of Interpersonal Intelligence are?

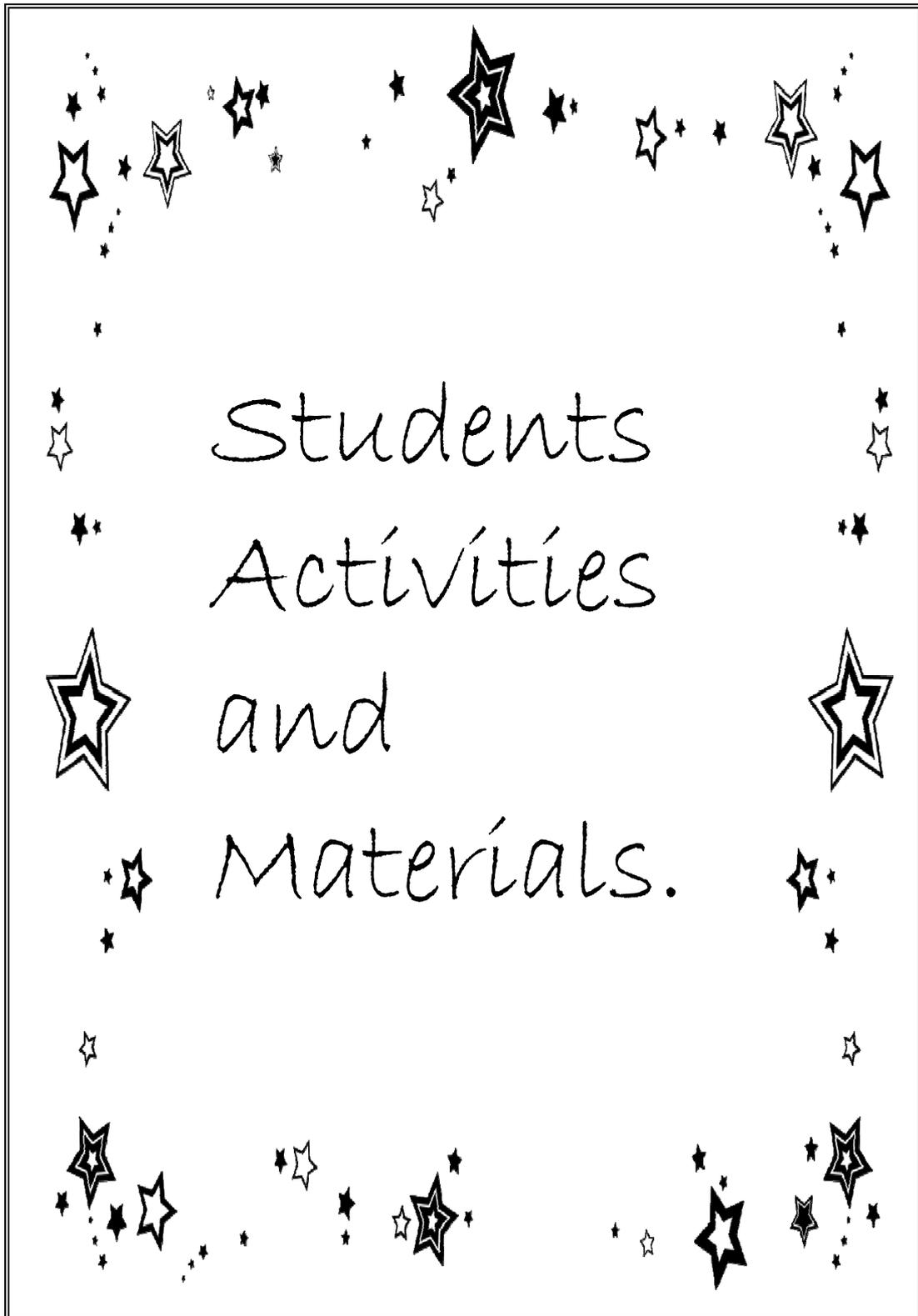
➤ 6. Evaluation

- ✓ 1. Do you believe it is important to have good Interpersonal Intelligence Skills?

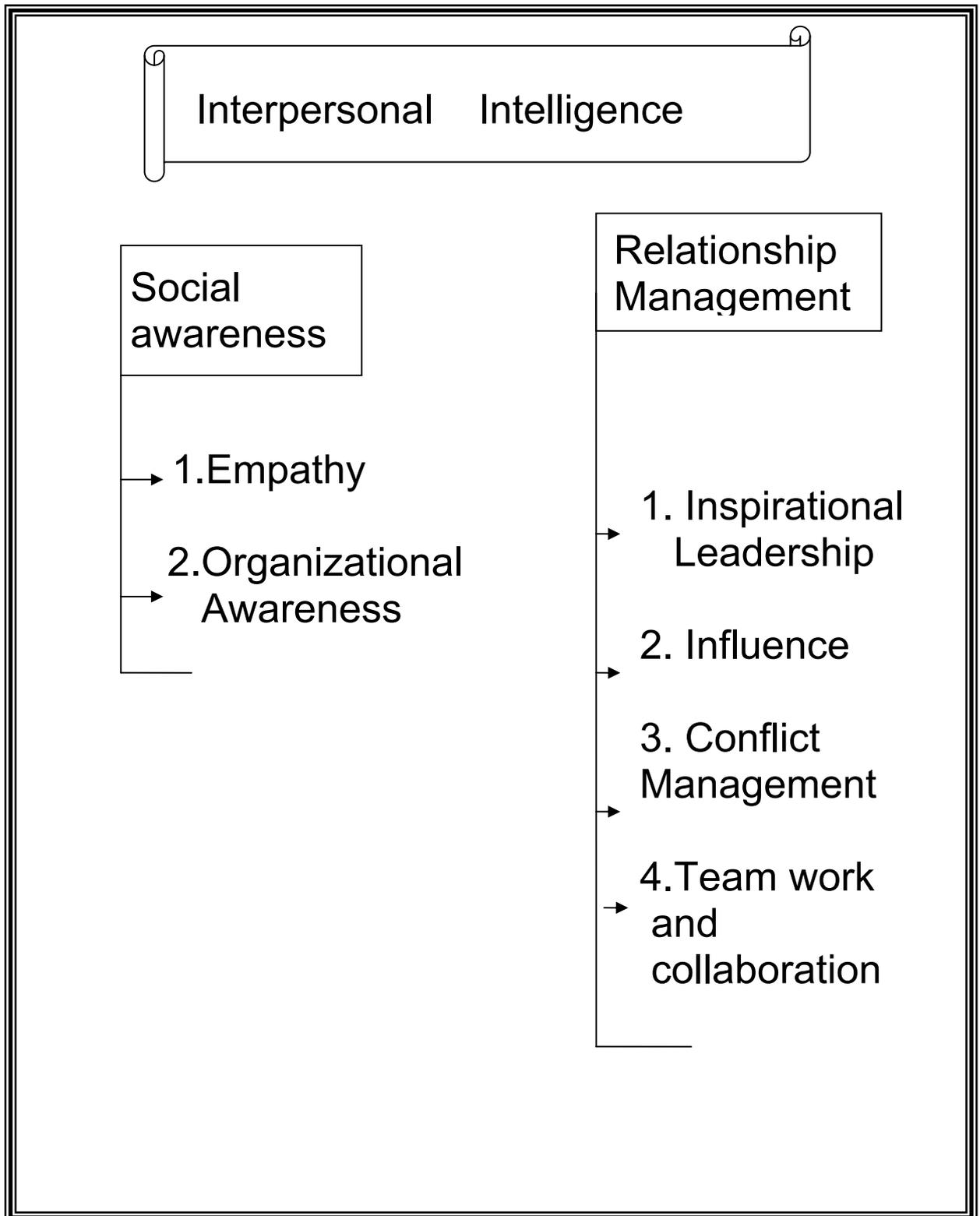
4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

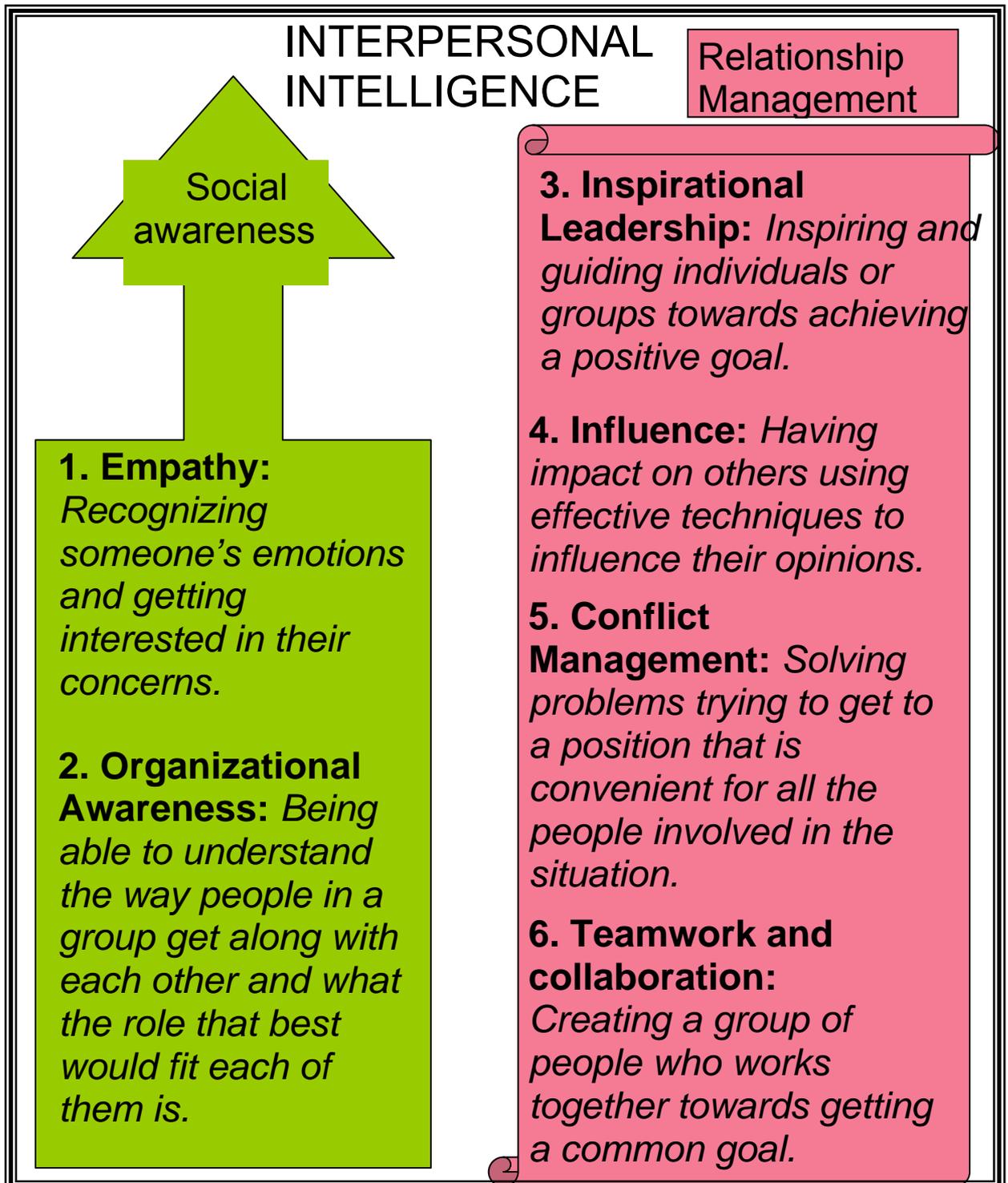
- 4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).



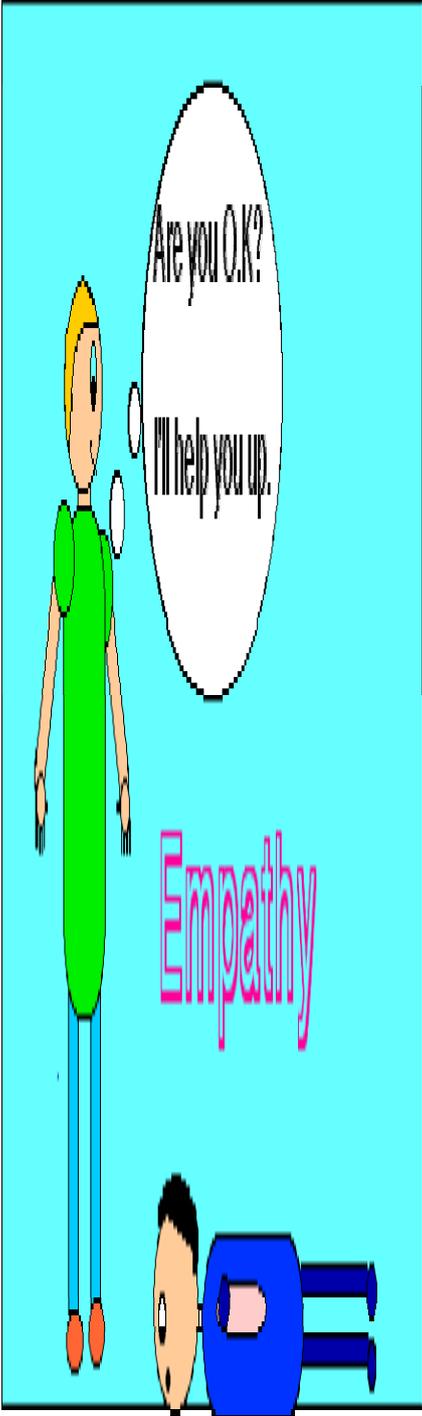
Students  
Activities  
and  
Materials.

**Components of Interpersonal Intelligence.**

## INTEPERSONAL INTELLIGENCE. SLIDE 1.



## INTEPERSONAL INTELLIGENCE. SLIDE 2.

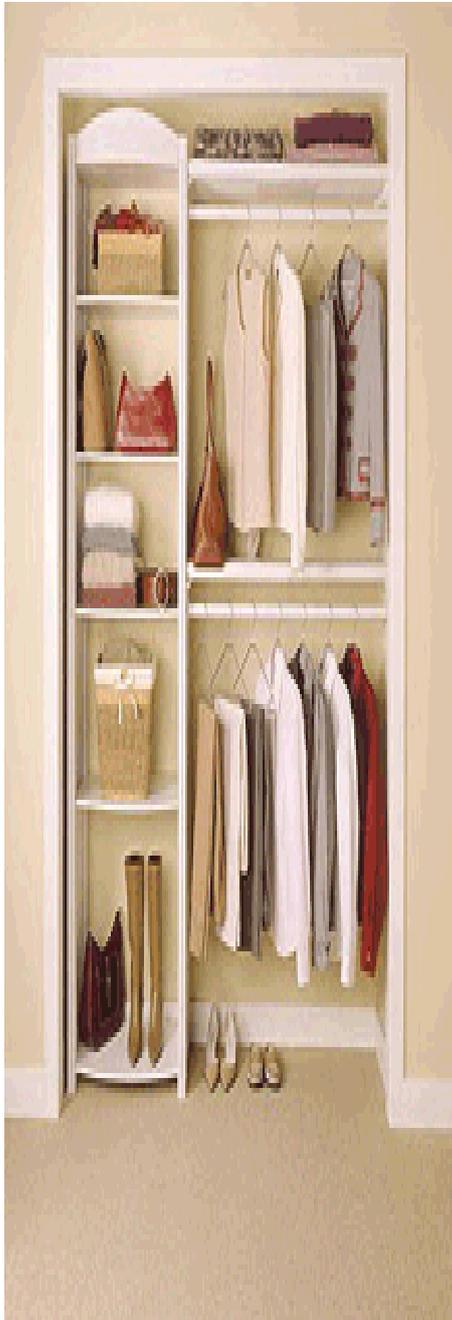


**1. EMPATHY:**  
*Recognizing someone's emotions and getting interested in their concerns.*

We need to answer the questions:

- 1) How does someone feel?**  
*Ex: Maria is sad.*
- 2) Why does he / she feel that way?**  
*Ex. She did not pass the spelling test.*
- 3) How can I help this person?**  
*Ex. Tell that person you understand the way he/she feels. Give that person the opportunity to talk about his / her worries. Listen attentively to what he / she has to say. Try to help this person as much as you can being supportive and offering your help in order to do something. This is to show empathy.*

## INTEPERSONAL INTELLIGENCE. SLIDE 3.



## 2. ORGANIZATIONAL AWARENESS:

*Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is.*

We need to answer the questions:

**1) What activity are we going to do?**

*4S Brainstorming.*

**2) Who is best at doing a particular thing?**

*Ex: Pedro loves to makes jokes.*

**3) How is this person going to feel if he / she performs this role?**

*Ex. Happy.*

**4) How would the whole group work together?**

*Ex. Happy if they're doing what they enjoy doing the most.*

## INTEPERSONAL INTELLIGENCE. SLIDE 4.



### 3. INSPIRATIONAL LEADERSHIP:

*Inspiring and guiding individuals or groups towards achieving a positive goal.*

We need to answer the questions:

**1. What is the problem?**

*Ex. Carmen's friends are having problems in school.*

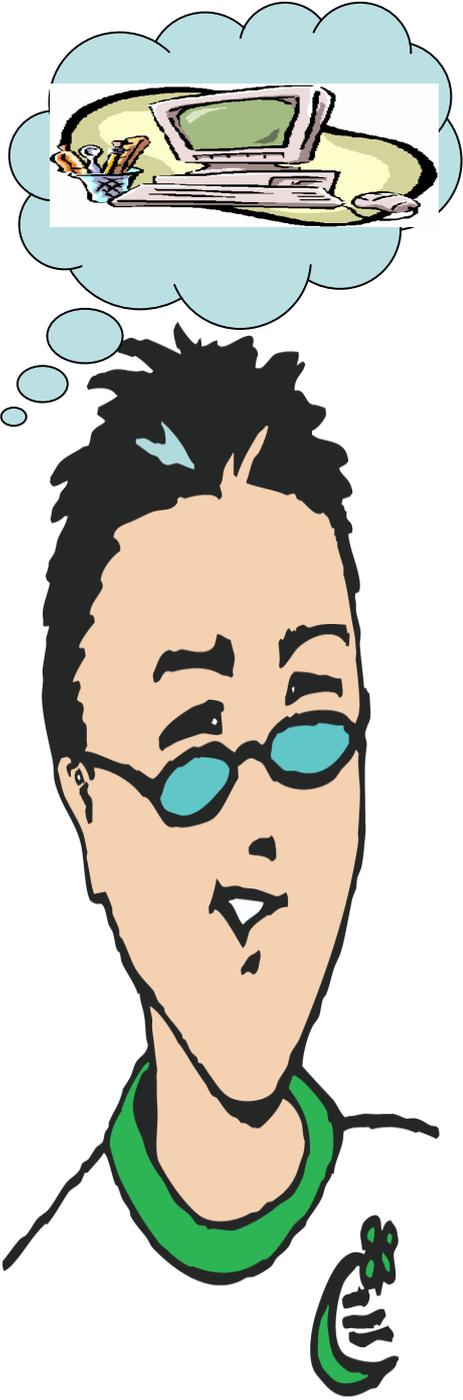
**2. What is my goal?**

*Ex. Carmen decides to help their friends.*

**3. How can I help somebody?**

*Ex. Helping them with what they have to do. Being a good role model; this is, being somebody everybody would admire and would love to be.*

## INTEPERSONAL INTELLIGENCE. SLIDE 5.



**4. INFLUENCE:**  
*Having impact on others using effective techniques to influence their opinions.*

We need to answer the questions:

- 1. What is my goal? What is what I want to get?**  
*Ex. A new computer.*
- 2. How should I talk to somebody?**  
*Ex. Never insult, offend, scream, yell, etc. Be nice, polite, and funny.*
- 3. What should I tell the person who I want to convince?**  
*Ex. Give all your reasons. Express your understanding if you don't get it at the first time.*
- 4. What should I do next?**  
*Ex. Try again using other reasons that reflect a mature thought.*

## INTEPERSONAL INTELLIGENCE. SLIDE 6.

**5. CONFLICT MANAGEMENT:**

*Solving problems trying to get to a position that is convenient for all the people involved in the situation.*

We need to answer to the questions:

**1. Who are the people involved in the problem?**

*Ex. A man and a woman.*

**2. What is the problem?**

*Ex. Smoking bothers a woman.*

**3. How can they solve the problem without being aggressive?** *Ex. Express the way you feel. Listen to what the other person has to say. Be respectful and never use bad language. Try to find a solution that is good for all the people involved in the problem.*

INTEPERSONAL INTELLIGENCE. SLIDE 7.



## 6. TEAMWORK AND COLLABORATION:

*Creating a group of people who works together towards getting a common goal.*

We need to answer the questions:

### **1. What is my goal?**

*Ex. Study a book for a test.*

### **2. Are there other people who share my goals?**

*Ex. My partners.*

### **3. How could we work together to get our goal?**

*Ex. Divide the work and do each other a part.*

### **Introductory Activity 1. Role play: Who is the best leader? Instructions.**

You have just seen a role play in three acts. It reflected three different principals (1: Mean principal; 2: Principal who does not care; 3: Respectful, flexible and hard worker principal).

#### Activity steps

1. Now that the role play is over, you will be working with your partners – as a group - to express your opinions about the principals using the cooperative strategy Talking Chips. In case you need it, you can also reread the role play before starting the activity.
2. You can use Bloom's Taxonomy Questions to help yourself reflecting about what the best leader is.
3. When you all have spoken, and when the teacher asks you to do that, you will stand up and, individually – students do not need to agree on what the best principal is, they just need to reconsider what the best principal for them is – you will share with their class mates using the cooperative strategy Corners.

#### ***Bloom's Taxonomy:***

- Can you tell what is a principal?
- Can you tell what is a leader?
- What do you think is going to happen next?
- How do you think the students are going to feel in this atmosphere?
- What differences exist between the first principal and the second principal?
- What characteristics would you change in these two principals?
- Which events could have happened if you would have continued working under the leading of the first or second principals?
- How were these third principal and teacher similar to the ones you have now?
- Is there a better principal than this third one?
- What changes would you recommend to the third principal?

#### Talking Chips. 1. Only one talking chip.

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.

#### Corners

1. Teacher will hang a picture or a word that names each one of the different principals. There will be a number and a sign that reads:

- 1) Mean principal;
  - 2) The one who does not care;
  - 3) Respectful flexible and hard worker principal.
2. Students will stand up and go to the corner that best represents their opinions.
  3. Students will share with the rest of the students that are in that group.

**Role play: Who is the best leader? By Maria Isabel Garcia Garrido.**

**Narrator:** Today we are going to listen to the story of three different principals, three different leaders for a school. You have to decide what the leader that you prefer is.

**Act 1.**

**Principal:** (talking to the teacher) I have been informed that Michael Angelo School has gotten better scores than us on the state test.

**Teacher:** Oh, really? (Teacher looking scared).

**Principal:** (Sounding really mean). Yes. And I do not like that. We have to be the better school in the district so you better start working harder. From now on, I don't want the students to go to the bathroom. That is a waste of time.

**Teacher:** O.k. I'll tell the students. (Talking to the principal). (Now, she turns back and talks to the student and she says). Students, the days of having a bathroom break are over! You will have to do it at home, before you come to school or at the end of the day but not during school hours. Once you are here, you are not allowed to leave your seats.

**Student:** But teacher, what about if we have an emergency?

**Teacher:** Well, you will have to do it at home, as I already said, or you will have to write a letter to the principal asking him for permission.

**Narrator:** Hey, class, what do you think of this principal? Do you think he/ she is a good leader? Do you like your teacher? Why? Do you want somebody different?

**Act 2.**

**Principal:** (Talking to the teacher) I have been informed that Michael Angelo School has gotten better scores than us on the state test.

**Teacher:** Oh, really? (Teacher looking like nothing is bothering her).

**Principal:** (Sounding really silly). Yes, and you know what?

**Teacher:** No, what? Tell me, please.

**Principal:** I just don't care. They only work, work, work, and ..... they do not know how to be lazy like us. Hhahhahahahahaha....

**Teacher:** (Talking to the students): You have free time all day long. You can do whatever that you want.

**Student:** Teacher, teacher, teacher,..., Mike jumped through the window. I think he has broken his leg.

**Teacher:** And what? He still has another one, right?

**Student:** But teacher... he is having a lot of pain.

**Teacher:** Don't worry; it is almost 2 o'clock. His parents are going to be here at 3.00, they'll take him to the doctor. Now, just let me finish doing my nails.

**Narrator:** Hey, class, what do you think of this principal? Do you think he/ she is a good leader? Do you like your teacher? Why? Do you want somebody different?

### Act 3.

**Principal:** (Talking to the teacher) I have been informed that Michael Angelo School has gotten better scores than us on the state test.

**Teacher:** Oh, really? (Teacher looking interested).

**Principal:** Yes. And I think we should get in touch with them and find out the way they did it. I also want the very best for our students.

**Teacher:** I agree with you.

**Principal:** I have been informed that they follow the rules of the school, they always do their homework and they do many different activities.

**Teacher:** I think we can do that too. My students are very smart and they know how to behave. They know there is a time for playing and a time for working.

**Student:** We all have finished the assignment we were supposed to submit tomorrow. We are early.

**Teacher:** Oh, really. I think you all deserve a prize for being so hard workers. I am going to talk to the principal so we can go on a field trip. You are going to choose what place.

**Student:** That is great. I am going to tell my partners. We are going to come out with different ideas and we are going to vote what is the place we all want to go. When we all agree we will tell you what the place we have chose is.

## **Activity 2. “How can I use my Interpersonal Intelligence Skills to have more friends or to get something that you want ?” Instructions.**

We are going to be working with a partner to think about one time we have used some particular skills of our intelligence. We will fill up an Intrapersonal Reflection Sheet, “How can I use my Intrapersonal Intelligence Skills to be happier?” You will share with your classmates as the teacher asks you to do that.

### Steps to do the activity:

- 1) Each pair of students will be getting two charts – there are six different charts corresponding to the six parts that compose Interpersonal Intelligence-.
- 2) You will read the charts and will discuss the topic using the cooperative strategy Rally Robin.
- 3) You will fill up the chart using the cooperative strategy Three Steps Interview.
- 4) You will share with the rests of your classmates using the cooperative strategy Sharing Circles and Talking Chips.

### Three Steps Interview

1. Teacher presents the interview topic.
2. Students work first in pairs to interview each other.
3. The take turns being the interviewer and the interviewee.

### Rally Robin

1. Students take turns talking.
2. When someone is talking the other one is quite and listening.

### Sharing Circles

1. Each student will have a reflection sheet that they will have previously filled up with a partner.
2. Teacher will ask students to stand up and form a circle where no body has the same topic (so they all can learn from each other).
3. Students will share their information with their partner using the cooperative strategy Talking Chips.

### Talking Chips. 1.Only one talking chip.

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.



**Activity. “How can I use my Interpersonal Intelligence Skills to have more friends or to get something that I want?” (2)**

<i>Interpersonal Intelligence Skill</i>	<i>Using Interpersonal Intelligence</i>
<p><b>2. Organizational Awareness:</b> <i>Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is.</i></p> <p><u>We need to answer the questions:</u></p> <p><b>1) What activity are we going to do?</b> <i>4S Brainstorming.</i></p> <p><b>2) Who is best at doing a particular thing?</b> <i>Ex: Pedro loves to make jokes.</i></p> <p><b>3) How is this person going to feel if he / she performs this role?</b> <i>Ex. Happy.</i></p> <p><b>4) How would the whole group work together?</b> <i>Ex. Happy if they're doing what they enjoy doing the most.</i></p>	<p><u>Teacher's example:</u></p> <p>Juan is working in a group with his friends. This time, he is the leader. They are going to do an activity using the cooperative strategy <u>4 S Brainstorming</u>. He thinks about his partners. He reflects about who would feel better doing a particular role. For example, he knows that Pedro loves to make jokes; therefore, the best job for Pedro would be <i>Sultan of Silly</i>: encourages silly ideas. And so on.</p> <p><u>Student's example:</u></p> <p><b>1) What activity are we going to do?</b> ..... .....</p> <p><b>2) Who is best at doing a particular thing?</b> ..... ..... .....</p> <p><b>3) How is this person going to feel if he / she performs this role?</b> ..... ..... .....</p> <p><b>4) How would the whole group work together?</b> ..... ..... ..... ..... .....</p>









*C. Add a closing story or interesting fact. Guess the answer to the joke.*

---

1. Q. What has four legs but can't walk?

A. A table!

---

2. Q. Why did the turtle cross the road?

A. To get to the Shell station!

---

3. Q. What did the ground say to the earthquake?

A. You crack me up!

---

4. Q. What do you get when you cross a cow and a duck?

A. Milk and quackers!

---

5. Q. Why did the elephant eat the candle?

A. He wanted a light snack!

---

6. Q. Why is the letter "G" scary?

A. It turns a host into a ghost

---

7. Q. What has 4 eyes but no face?

A. Mississippi!

---

8. Q. What did the spider do on the computer?

A. Made a website!

---

9. Q. What letters are not in the alphabet?

A. The ones in the mail, of course!

---

10. Q. Why was 6 afraid of 7?

A. Because 789! ( seven ate nine)

---

11. Q. Why did the cookie go to the hospital?

A. Because it felt crummy.

---

12. Q. How do you know carrots are good for your eyes?

A. Because you never see rabbits wearing glasses!

---

13. Q. What do you call a pony with a sore throat?

A. A little horse

---

14. Q. What do you call cheese that is not yours?

A. Nacho Cheese

---

15. Q. Why did the sheep say "moo"?

A. It was learning a new language!

---

16. Q. What streets do ghosts haunt?

A. Dead ends!

---

17. Q. What is an astronaut's favorite place on a computer?

A. The Space bar!

---

18. Q. What exam do young witches have to pass?

A. A spell-ing test!

---

19. Q. Why did the boy eat his homework?

A. Because his teacher said it was a piece of cake!

---

20. Q. Why is Basketball such a messy sport?

A. Because you dribble on the floor!

---

21. Q. What is the best day to go to the beach?

A. Sunday, of course!

---

22. Q. What bow can't be tied?

A. A rainbow!

---

23. Q. What happens if you eat yeast and shoe polish?

A. Every morning you'll rise and shine!

---

24. Q. What does a teddy bear put in his house?

A. Fur-niture!

---

25. Q. What season is it when you are on a trampoline?

A. Spring time.

---

26. Q. What happens to cows during an earthquake?

A. They give milk shakes!

---

27. Q. Why did the jelly wobble?

A. Because it saw the milk shake!

---

28. Q. What do you call a girl who is always in the bookies?

A. Betty!

---

29. Q. Where do cows go on holiday?

A. Moo York

---

30. Q. Where did the computer go to dance?

A. To a disc-o.

---

31. Q. What has one head, one foot and four legs?

A. A Bed

---

32. Q. Why didn't the chicken cross the road?

A. He was a chicken.

---

33. Q. What is the difference between a school teacher and a train?

A. The teacher says spit your gum out and the train says "chew chew chew".

---

34. Q. Why was the guy looking for the food on his friend?

A. Because his friend said its on me.

---

35. Q. Did you hear the joke about the roof?

A. Never mind, it's over your head!

---

36. Q. Why didn't the skeleton go to the dance?

A. Because he had no-body to go with.





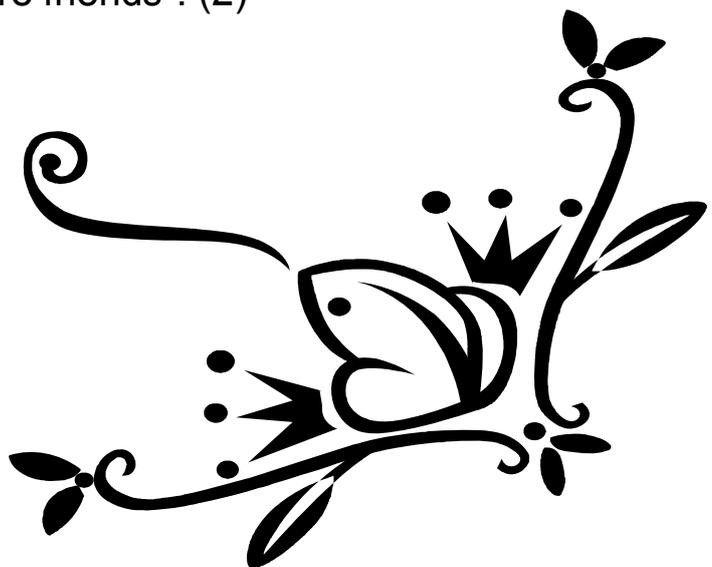
## LESSON NUMBER: 48

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence (5).  
Interpersonal Intelligence (2).

➤ **CONTEXT:**

“Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends”. (2)





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (5) Interpersonal Intelligence (2).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Choose among Narrative, Expository and Persuasive essay formats to write about how to have more friends.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Health / Socio Emotional Development.

**LESSON NUMBER:** 48

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Same of previous lesson and also:
- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### **1.2. Language Objectives:**

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Talking Chips. 1.2. Snow Ball. 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### 3.2. Introductory Set:

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson? 1) Can you explain, in your own words, one of the components of emotional intelligence?; 2) Describe what may happen when we do not use the intellectual skill ‘Empathy: Recognizing someone’s emotions and getting interested in their concerns.’; 3) Which is true or false: When leaders do not use the intellectual skill “Organizational Awareness: Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is.” jobs are successfully done? (F) 4) Can you provide an example of what you mean by Inspirational Leadership (Inspiring and guiding individuals or groups towards achieving a positive goal.)? 5) Can you tell what are going to be the benefits of using Conflict Management Strategies when dealing with other people?

- ✓ *Student Self-assessment:*

☞ *Introductory Activity:* “Guess the joke.”

☞ *Cooperative Strategies:* *Talking Chips.*

☞ *Description:* Teacher will make it interesting by:

- Telling students that one of the key factors in order to motivate ourselves is to start an activity smiling. For this purpose, we are going to do an activity where everybody is going to be asking and guessing the two parts of a joke. 1) Teacher will place a box full of jokes in every team (Teacher will have previously pre-cut them and put them inside of the box). 2) Using the cooperative strategy *Talking Chips*, students will pick a joke from the box and will read it. 3) When they have read all the jokes they will put them back in the box and they will get ready to move to the next group partners’ seat when teacher invites them to do so. All the groups will move clockwise until they have visited all the different stations. (See: Jokes list.)

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will review what “Emotional Intelligence” is. Teacher will use transparencies from previous lessons.

Second, teacher will review what Narrative, Expository and Persuasive essay formats are. (See transparencies below).

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to describe ways in which people can work most effectively in a team. Also, you will be able to distinguish when it is better to use a particular type of essay format: narrative, expository or persuasive.

☞ A.3. Why is this important?

We live in a society; therefore, we need to relate to others. The better you know how to interact with people the happier you will be.

On the other hand, you will be writing many different types of essays along your life. Understanding the main components and structure of different essay formats will help you to compose better essays.

☞ A.4. What are the students going to do?

First, you are going to review the main ideas that describe the six components of Emotional Intelligence: Interpersonal Intelligence. Also, you will review the basics of Narrative, Expository and Persuasive essay formats.

Second, you will choose one of these three types of format essays to compose an essay where you will talk about how to have more friends or get something that you want.

***B. Teacher will model the activities.***

First, teacher will describe, using his/her own words, what his/her understanding of Interpersonal Intelligence is. Next, teacher will invite several students to do the same.

Second, teacher will provide verbal examples of Narrative, Expository and Persuasive essays. He/she can tell short stories that adjust to those three formats. Teacher will invite students to mention some of their own.

Third, teacher will review the main components of every essay. Teacher will use a transparency to review all these points. Teacher will provide students with a checklist to be used so they do not forget to include any one of these elements.

### ***C. Students Practice.***

☞ **Activity:** “How can I use my interpersonal skills to have more friends or get something that I want?(2)”

☞ **Cooperative Strategies:**

☞ **Description:** Snow Ball.

- 1) Teacher will provide students with questions and definitions for the terms that are to be reviewed today: 1) Interpersonal Intelligence; 2) Essay Formats: Narrative, Expository and Persuasive. Students will be working with their partners using the cooperative strategy Snow Ball.
- 2) Once all the terms have been reviewed, student will use the information they have previously gathered about Interpersonal Intelligence in order to compose an essay. (See title above). They will choose a format among: narrative, expository and persuasive.

### ***A. Repeat overall big picture of what students were supposed to learn.***

Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships with others.

Personal Narrative Essay: A non-fiction story that describes a personal experience.

Expository Essay: When we explain something with facts, as opposed to opinion. For example when you: 1) Describe how to do something; 2) Analyze events, ideas, objects, or written works; 3) Describe a process, person, animal, place, historical event, etc.

Persuasive writing: It is also known as the argument essay. When you are writing a persuasive essay you are trying to persuade a person to adopt a certain point of view or to take a particular action. You must always give logical reasons, state facts, use examples and/or quote experts when the situation allows it.

### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

A) Who could tell me one way in which you can use your Interpersonal Intelligence?

B) Think about these situations and decide the type of essay you will use in order to write about them: 1) Making a sandwich – Expository --; 2) Describing an amusement park – Expository -- 3) Talking about when you learned to ride a bike – Narrative --; 4) Talking

about a day you went on a field trip – Narrative; 5) Trying to convince your parents to let you go to your best friend's sleep over – Persuasive; 6) Defending your position against racism in the world -- Persuasive.

***C. Add a closing story or interesting fact.***

☞ Interesting Fact. Interpersonal Intelligence facts. See below.

☞ Game:

*No See Em's*

Equipment: tarp and blanket

The group is divided in half (no, not each of them!). Leaders hold up a tarp so that the two groups are unable to see each other (hence the name no see em's). One person from each group crawls up to the tarp and puts their nose up to it. The leaders drop the tarp and the two people must shout out the other person's name. The person who says the correct name first takes the other person to their team.

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to begin learning about the Six + 1 Traits of Writing.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you explain, in your own words, one of the components of Interpersonal Intelligence?
- ✓ 2. What is a Narrative Essay; Expository Essay and Persuasive Essay?

➤ 2. Comprehension

- ✓ 1. Can you provide an example of one time when you will use the Narrative Essay format / Expository Essay Format / Persuasive Format?
- ✓ 2. Can you tell what are going to be the benefits of using your Interpersonal Intelligence Skills when working with others?

➤ 3. Application

- ✓ 1. When is most appropriate to use Expository Writing Format?  
Ex. When giving instructions on how to cook a cake.
- ✓ 2. When is most appropriate to use Persuasive Essay Format?  
Ex. When trying to convince somebody to do something or take a particular point of view on something.
- ✓ 3. Think about one situation when you think you would most likely use your Interpersonal Intelligence skills.

➤ 4. Analysis

- ✓ 1. What are the similarities and differences among the 3 different types of essays that we have studied?

➤ 5. Synthesis

- ✓ 1. Why don't you devise your own set of questions that are going to help you explain somebody what each of the 6 components of Interpersonal Intelligence are?

➤ 6. Evaluation

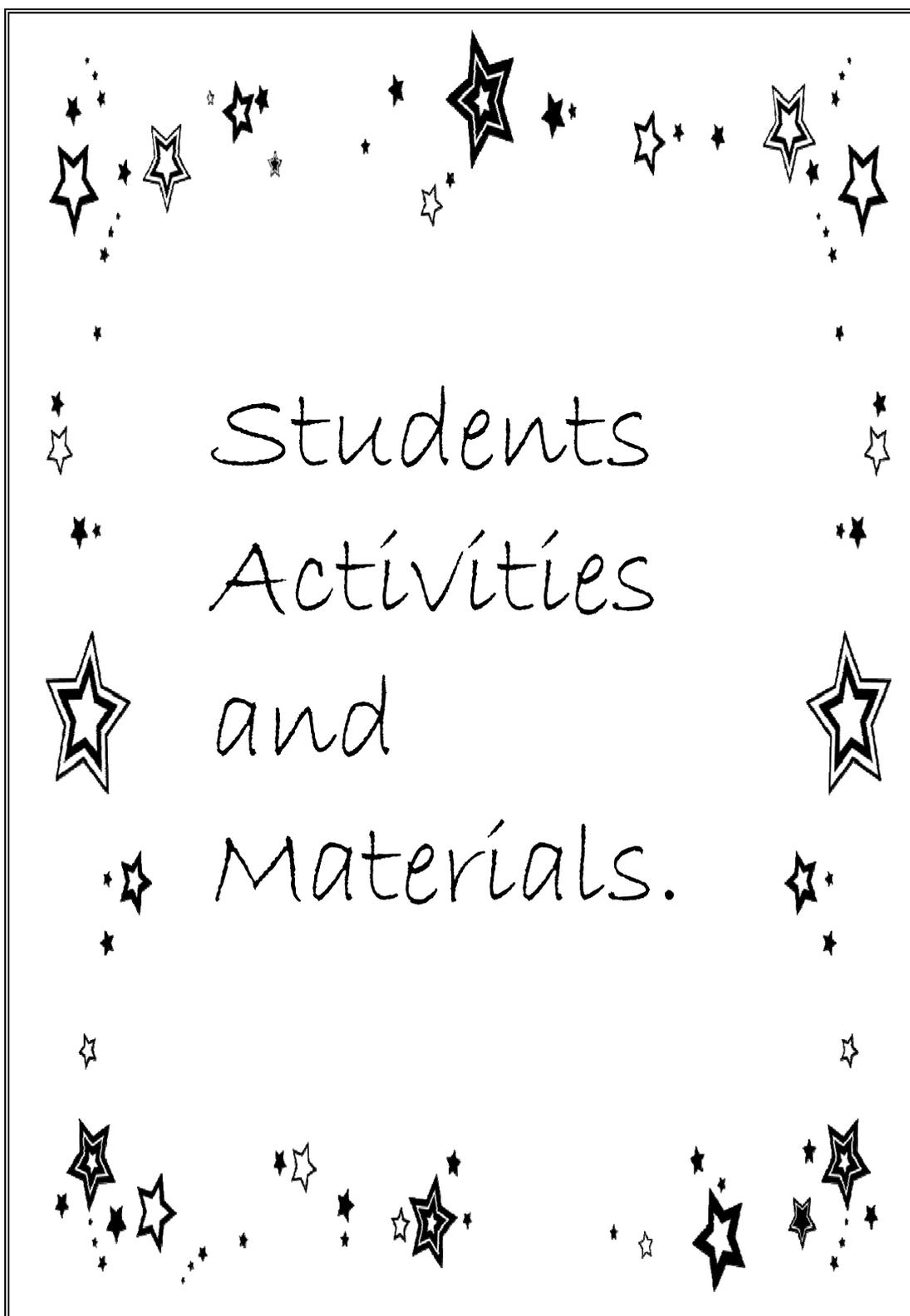
- ✓ 1. Do you believe it is important to have good Interpersonal Intelligence Skills?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric.** (See below)



**Introductory Activity. Guess the joke.**

---

1. Q. What did the penny say to the other penny?

A. We make perfect cents.

---

2. Q. Why did the man with one hand cross the road?

A. To get to the second hand shop.

---

3. Q. Why did the picture go to jail?

A. Because it was framed.

---

4. Q. What are two things you cannot have for breakfast?

A. Lunch and dinner.

---

5. Q. Why did the boy sprinkle sugar on his pillow before he went to sleep?

A. So he could have sweet dreams.

---

6. Q. Why did the robber take a bath?

A. Because he wanted to make a clean getaway.

---

7. Q. What did the judge say to the dentist?

A. Do you swear to pull the tooth, the whole tooth and nothing but the tooth.

---

8. Q. What do you call a bear with no socks on?

A. Bare-foot.

---

9. Q. What can you serve but never eat?

A. A volleyball.

---

10. Q. What did one teddy bear say to the other teddy bear when he offered him some dessert?

A. No thank you, I am stuffed.

---

11. Q. What kind of shoes do all spies wear?

A. Sneakers.

---

12. Q. What did one wall say to the other wall?

A. I'll meet you at the corner.

---

13. Q. Why did the soccer player bring string to the game?

A. So he could tie the score.

---

14. Q. Why is a baseball team similar to a muffin?

A. They both depend on the batter.

---

15. Q. What did the alien say to the garden?

A. Take me to your weeder.

---

16. Q. Have you heard the joke about the butter?

A. I better not tell you, it might spread.

---

17. Q. How do baseball players stay cool?

A. Sit next to their fans.

---

18. Q. What did the penny say to the other penny?

A. We make perfect cents.

---

19. Q. Why did the man with one hand cross the road?

A. To get to the second hand shop.

---

20. Q. Why did the picture go to jail?

A. Because it was framed.

---

21. Q. What are two things you cannot have for breakfast?

A. Lunch and dinner.

---

22. Q. Why did the boy sprinkle sugar on his pillow before he went to sleep?

A. So he could have sweet dreams.

---

23. Q. Why did the robber take a bath?

A. Because he wanted to make a clean getaway.

---

24. Q. What did the judge say to the dentist?

A. Do you swear to pull the tooth, the whole tooth and nothing but the tooth.

---

25. Q. What do you call a bear with no socks on?

A. Bare-foot.

---

26. Q. What can you serve but never eat?

A. A volleyball.

---

27. Q. What did one teddy bear say to the other teddy bear when he offered him some dessert?

A. No thank you, I am stuffed.

---

28. Q. What kind of shoes do all spies wear?

A. Sneakers.

---

29. Q. What did one wall say to the other wall?

A. I'll meet you at the corner.

---

30. Q. Why did the soccer player bring string to the game?

A. So he could tie the score.

---

31. Q. Why is a baseball team similar to a muffin?

A. They both depend on the batter.

---

32. Q. What did the alien say to the garden?

A. Take me to your weeder.

---

33. Q. Have you heard the joke about the butter?

A. I better not tell you, it might spread.

---

34. Q. How do baseball players stay cool?

A. Sit next to their fans.

---

35. Q. What gets wetter the more it dries?

A. A towel.

---

36. Q. Why was the math book sad?

A. Because it had too many problems.

---

37. Q. What runs but doesn't get anywhere?

A. A refrigerator.

Definition of the terms to be learned:

## NARRATIVE, EXPOSITORY AND PERSUASIVE ESSAYS. (1)

**PERSONAL NARRATIVE ESSAY:** A non-fiction story that describes a personal experience.

- Ex: 1) My first day of school.  
2) The day when I went to the best party ever!  
3) The happiest day of my life.



**EXPOSITORY ESSAY:** When we explain something with facts, as opposed to opinion. For example when you: 1) Describe how to do something; 2) Analyze events, ideas, objects, or written works; 3) Describe a process, person, animal, place, historical event, etc.

- Ex: 1) Qualities of a good teacher.  
2) Living in Europe versus living in USA.  
3) How to make a cake.



## NARRATIVE, EXPOSITORY AND PERSUASIVE ESSAYS. (2)

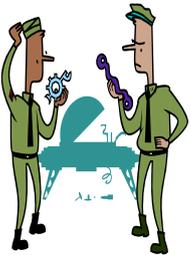
**PERSUASIVE WRITING:** It is also known as the argument essay. When you are writing a persuasive essay you are trying to persuade a person to adopt a certain point of view or to take a particular action. You must always give logical reasons, state facts, use examples and/or quote experts when the situation allows it.

- Ex: 1) Should tobacco be banned?  
2) Should students wear uniform?  
3) Do you think parents should tell their children what to wear?



Maria Isabel Garcia Garrido

Teacher will model the activities.

Main Components of an Essay. (1)		Y	N
1) Format.		Y 	N 
	<p>1) <u>HOOK</u>:</p> <p>A sentence that you use at the beginning of your essay in order to call the attention of the reader.</p> <p><i>Ex. Do you know it could be super easy to have a lot of friends by using your Interpersonal Intelligence Skills?</i></p>		
	<p>2) <u>INTRODUCTION</u>:</p> <p>Where you give a specific preview of the main points you are going to talk about. Remember that the 'Hook' and the 'Introduction' go in the same initial paragraph.</p> <p><i>Ex. In this essay I will be talking about some 'Interpersonal Intelligence Skills'. They are: a) empathy; b) inspirational leadership and c) conflict management.</i></p>		
	<p>3) <u>PARAGRAPHS</u>: Where you:</p> <p>3.1. Describe, in detail, each of your points. 3.2. Use specific words related to your topic. 3.3. Use sentence connectors. 3.4. Vary your sentence structure.</p> <p><i>Ex. To begin with, I will talk about 'Empathy'. Next, I will pay special attention to 'Inspirational Leadership'. Finally, I will describe the importance of using 'Conflict Management Skills'.</i></p>		
	<p>4) <u>CONCLUSION</u>:</p> <p>This may contain a restatement of points of the introduction with an ending hook.</p> <p><i>Ex. The purpose of this essay was to discuss the importance of using some 'Interpersonal Intelligence Skills' such as 'Empathy', 'Inspirational Leadership' and 'Conflict Management'. Do you still believe, after reading this essay, you can have successful relationships with others if you don't use your INTELLIGENCE?</i></p>		

## Main Components of an Essay. (2)

### 2. Figurative Language (1)



#### A. Figurative Language:

Use of words out of their literal meaning to add beauty or force, eg. similes, metaphors, imagery.

➤ **1. Imagery:** Involves the use of words related to one or more of your five senses (hearing, taste, touch, smell, sight). You can list the words in a table such as the following.

Ex.. "Masses of flowers  
load the cherry branches  
and color some bushes  
yellow and some red..."  
(William Carlos Williams)

loud	crispy	soft	fragrant	bright

➤ **2. Similes:** A comparison of two unlike things using the word 'like' or 'as'. A is "like" or "as" B.

Ex. "Your eyes are **like** the sun".

➤ **3. Metaphor:** A comparison of two unlike things using the words "is, are, was, were". A "is, was" B or substitutes B for A.

Ex. "You **are** my sunshine" is a metaphor whereas "You are **like** the sun" is a simile.

✓ **3.1. Synecdoche:** A form of metaphor where one part stands for the whole, or the whole is substituted for one part. In other words, we speak of something by naming only a part of it.

Ex: "Robby got wheels this summer." wheels = car

✓ **3.2. Personification:** A type of metaphor that gives living qualities to inanimate objects or abstract ideas; or human qualities (feelings, thoughts) to animals. It gives non-living things and animals the ability to think, feel emotions, or have human relationships.

Ex: *The moon smiles.*

**4. Verbal Irony** - One meaning is stated, but another, antithetical (opposite and opposed) meaning is intended.

Ex. Oh, so you are a lot better than me, right?

## Main Components of an Essay (3)

### 2. Figurative Language (2)



➤ **5. Overstatement:** (also called Hyperbole): An exaggeration; giving something more or less of a quality than it really has. This term is usually used as a put down, or to discredit what someone is saying.

*Ex. His eloquence could split rocks.*

#### B. Sound devices

**1. Alliteration:** repetition of the same first sound or the same first letter in a group of words. It is used for impact and effect.

*Ex. Let's reduce, reuse, recycle!*

**2. Onomatopoeia:** For animal sounds, words like *quack* (duck), *roar* (lion) and *meow* (cat) are typically used in English.

**Activity: “How can I use my interpersonal skills to have more friends or get something that I want?(2)”**

First, you will review some of the concepts you have learned about 1) Interpersonal Intelligence and 2) Essay Formats: Narrative, Expository and Persuasive. In order to do that you will be working with your partners using the cooperative strategy Snow Ball.

Second, you will choose one of the formats (narrative, expository or persuasive) to create your composition. Remember that, in spite of the format that you choose, your composition must have: 1) Hook; 2) Introduction: where you give a specific preview of the main points you are going to talk about; 3) Paragraphs: where you describe, in detail, each of your points; 4) Conclusion: which may contain a restatement of points of the introduction with an ending hook. (See your checklist so you make sure you have included all these points).

**1) Narrative:** Talk about one time when you have used your Interpersonal Intelligence Skills to have more friends or get something that you want. Remember this is something that really happened to you; that is why it is called ‘Personal Narrative’.

Think about: 1) Who were you with? 2) Where were you at? 3) When did it happen? 4) What happened? 5) Why did it happen? (See ‘Personal Narrative’ format below).

Ex. Two months ago I was with my two best friends. They were having an argument; they could not agree on what movie to watch. I decided to tell them about the conflict management skill of ‘agree on a complete different idea’ in order to solve the problem. We finally ended going to the swimming pool and we stopped the argument.

**2) Expository:** Describe how to use your Interpersonal Intelligence Skills in order to have more friends or get something that you want. Here you will be mainly describing the processes involved; you can delineate your own set of steps to be followed in order to use your Interpersonal Intelligence Skills successfully. You could use the compare and contrast format in order to describe situations where people use their Interpersonal Intelligence Skills vs. those situations where these skills are not used. (See ‘Compare and Contrast Expository’ format below).

Ex. Dictators do not use ‘Empathy’; they rule a country according to what they think ‘is best’ for everybody. On the contrary, in a democratic society the opinions and feelings of citizens are taken into account.

**3) Persuasive:** Convince somebody or defend the idea of using Interpersonal Intelligence Skills in order to have more friends or get something that you want. You should use cause and effect to talk about the pros and cons of using Interpersonal Intelligence skills. (See ‘Persuasive’ format below).

Ex. If you do not show any type of empathy towards someone else’s feelings that person may think you do not care about him/her; however, if you do show empathy that person may feel closer to you and he/she will feel like cooperating with you.

*Snowball*

1. Half the students in the class receive questions to answer or terms to define written on a colored sheet of paper. The other half of the students receives answers to the questions or a definition for a vocabulary term written on a different color of paper.
2. All students with the same color of paper line up and face the others who have a different color.
3. The teacher draws an imaginary line down the center and instructs the students to wad up their papers and toss them over the imaginary line.
4. Each student collects one of the snowballs that falls on their side of the line and then tries to find the student who is holding the match.
5. Students pair up, check their pairing with the teacher, and reform into two lines to repeat.

**Narrative Writing Rubric. Title:** .....

**Name:** .....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>HOOK</b> (beginning/end)	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>SETTING</b> (Answers to the questions: Who, when, where, why, what)	The 5 'questions' are explained and there are examples of them.	There are 4 'questions' that are explained and there are examples of them.	There are 3 'questions' that are explained and there are examples of them.	There are 2 'questions' that are explained and there are examples of them.	There are 1 'questions' that are explained and there are examples of them.
<b>CHRONOLOGICAL ORDER</b>	All the information appears in chronological order.	1 of the pieces of information is not in chronological order.	2 of the pieces of information is not in chronological order.	3 of the pieces of information is not in chronological order.	4 of the pieces of information is not in chronological order.
<b>LANGUAGE</b> (Verb Tenses, transition words, adjectives, nouns, pronouns, figurative language)	Right use of language. No spelling mistakes.	Right use of language. There is 1 spelling mistake.	Right use of language. There are 2 spelling mistakes.	Some problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 3 spelling mistakes.	Many problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 4 or more spelling mistakes.
<b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point; 3) conclusion.	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

**TOTAL:** .....

**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Compare and Contrast Writing Rubric. Title:** .....  
**Name:**.....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>INTRODUCTORY PARAGRAPH</b> (HOOK + SHORT DESCRIPTION OF THE ELEMENTS / POINTS TO BE COMPARED) * See hook below.	The elements/points to be compared are present and shortly described. There are no spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are no spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are 1-2 spelling mistakes. There is right word order.	The elements/points to be compared are present and 1 is not shortly described. There are 3-4 spelling mistakes. There is right word order.	The elements/points to be compared are present and 2 are not shortly described. There are 3-4 spelling mistakes. There is not right word order.
<b>HOOK</b> (beginning/end)	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>LANGUAGE</b> (Verb Tenses, transition words, adjectives, nouns, pronouns, figurative language)	Right use of language. No spelling mistakes.	Right use of language. There is 1 spelling mistake.	Right use of language. There are 2 spelling mistake.	Some problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 3 spelling mistake.	Many problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 4 or more spelling mistake.
<b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point 2 be described; 3) conclusion.	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

**TOTAL:** ..... **Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8

**Persuasive Writing Rubric. Title:** .....

Name: .....

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>THESIS STATEMENT</b> (Ex. Stephen Hawkins's physical disability has not prevented him from becoming a world renowned physicist.)	It is an assertion, it takes a stand, it is a complete sentence that explains a main idea, it is narrow, it is specific and it defends one main point.	It is an assertion and it takes a stand. It is a complete sentence. It defends one main point. BUT <u>It is not narrow or specific enough.</u>	It is an assertion and it takes a stand. It is a complete sentence. BUT <u>It is not narrow or specific enough. It doesn't defend one main point.</u>	It is not completely clear if it is an assertion and it if takes a stand. BUT <u>It is not narrow or specific enough. It doesn't defend one main point. It is not a complete sentence.</u>	It does not fulfill any of the requirements in order to be a Thesis Statement.
<b>HOOK</b> (beginning/end)	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<b>LANGUAGE</b> (Verb Tenses, transition words, adjectives, nouns, pronouns, figurative language)	Right use of language. No spelling mistakes.	Right use of language. There is 1 spelling mistake.	Right use of language. There are 2 spelling mistake.	Some problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 3 spelling mistake.	Many problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 4 or more spelling mistake.
<b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point 2 be described; 3) conclusion.	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

**TOTAL:** .....**Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

# PERSONAL NARRATIVE ESSAY

## STRUCTURE

1. The title
- \* Hook. (see document about hooks)
2. Setting: *who? when? where? why? What?*
3. Chronological order.
4. Personal thoughts/reactions.
5. Paragraphing is used.
6. Concluding comments.



## LANGUAGE

1. **PAST TENSE** (*she yelled, it nipped, she walked*).
2. **TIME CONNECTORS** : *next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday*.
3. **VERBS** (action words).
4. **ADVERBS** (which describe or add more detail to verbs).
5. **HUMOUR**.
6. **PERSONAL PRONOUNS** (*I, we*) are used.
7. **FIGURATIVE LANGUAGE** (*alliteration, onomatopoeia, simile, metaphor, personification, etc.*) may be used.
8. **Sentences create tension/excitement**. Descriptive details provide information (*He was a skinny boy with a blue shirt, red sneakers and long tied back hair*).

EXPOSITORY ESSAY.  
2. COMPARISON AND CONTRAST.  
2.1.) Type: Block Arrangement of ideas (1).

Name:.....

1. STRUCTURE

- **Introductory Paragraph**
- **Paragraph 1**— Talk about element 1 using all the points of comparison.
- **Paragraph 2** – Talk about element 2 using all the points of comparison.
- **Conclusion**

**THE INTRODUCTORY PARAGRAPH:** here you will include:

1. The hook.
2. A brief outline of the two elements/objects/etc. you are going to talk about. You should mention the elements you are going to use for your comparison.

.....

.....

.....

.....

.....

.....

**PARAGRAPH 1.** Talk about your first topic. Ex: Visiting Chicago.

Example:

\*\*\*\* First Topic: Visiting Chicago.

2.3.1. Element to compare: Chicago.

2.3.2. Points of comparison: Location, weather, activities.

\*\*\*\* DESCRIBE: (Here you have to talk about all these points of comparison. Ask yourself: How is the weather in Chicago? What are the activities I can do in Chicago? Where is Chicago located? Answer all the questions. Give plenty of details.)

Write yours here:

\*\*\*\*\*First Topic: .....

2.3.1. Element to compare: .....

2.3.2. Points of comparison:.....

.....

MARIA ISABEL GARCIA GARRIDO

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.1.) Type: Block Arrangement of ideas (2).**

**Name:**.....

**PARAGRAPH 2.** Talk about your second topic. Ex: Visiting Miami. You will talk exactly about the same things you talked in paragraph 1 but this time talking about Miami.

Example:

\*\*\*\* Second Topic: Visiting Miami.

2.3.1. Element to compare: Miami.

2.3.2. Points of comparison: Location, weather, activities.

\*\*\*\* **DESCRIBE:** (Here you have to talk about all these points of comparison. Ask yourself: How is the weather in Miami? What are the activities I can do in Miami? Where is Miami located? Answer all the questions. Give plenty of details.)

Write yours here:

\*\*\*\*\*Second Topic: .....

2.3.1. Element to compare: .....

2.3.2. Points of comparison:.....

.....

**CONCLUSION.** Here you have to:

Briefly talk about the similarities and differences between the two elements you are comparing. For that you will make reference to what you wrote in paragraph 1 and 2.

Write yours here: (Do it briefly. You can enlarge it when writing your essay).

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**EXPOSITORY ESSAY.**  
**2. COMPARISON AND CONTRAST.**  
**2.1.) Type: Block Arrangement of ideas (3).**

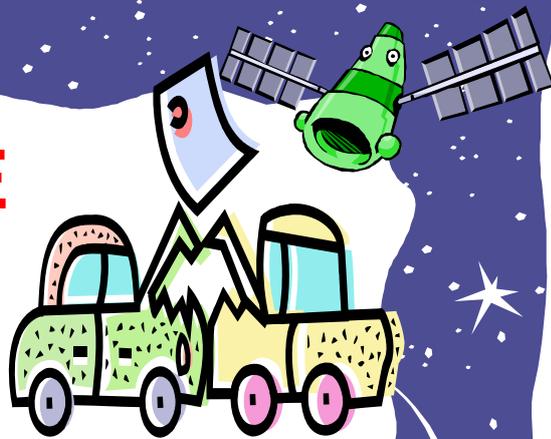
**Name:**.....

2. Do not forget to add a sentence that catches the attention of the reader (similar to the beginning hook). (Do it briefly. You can enlarge it when writing your essay).

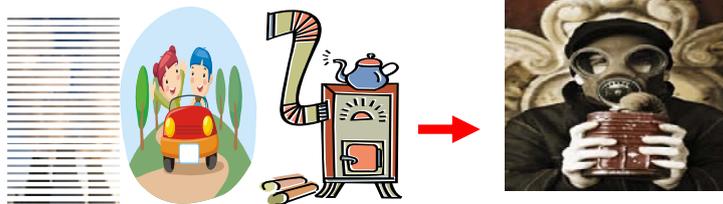
Write yours here:

.....  
.....  
.....  
.....  
.....

# 1. CAUSE AND EFFECT

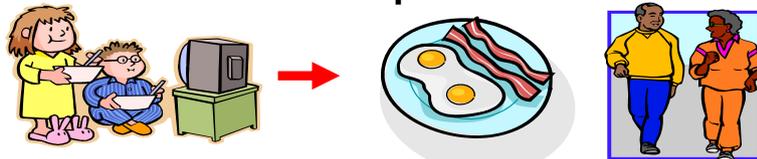


## 1. Multiples causes --- 1 EFFECT



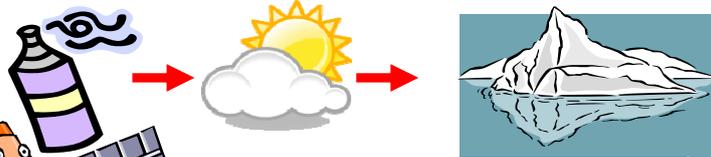
AIR POLLUTION

## 2. 1 CAUSE ---- Multiples effects



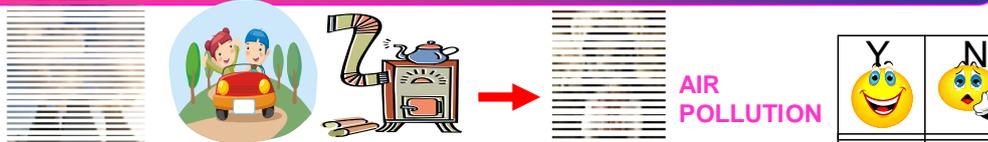
WATCHING TV

## 3. Domino effect



# 1. CAUSE AND EFFECT. (1)

## 1) Multiple causes. 1 EFFECT (1)



### 1. WRITE A THESIS STATEMENT.

**1.1. A thesis statement is an **ASSERTION**, not a statement of fact or an observation.**

**Fact or observation:** People use many lawn chemicals.

**Thesis:** People are poisoning the environment with chemicals merely to keep their lawns clean.

**1.2. A thesis **TAKES A STAND** rather than announcing a subject.**

**Announcement:** The thesis of this paper is the difficulty of solving our environmental problems.

**Thesis:** Solving our environmental problems is more difficult than many environmentalists believe.

**1.3. A thesis is the **MAIN IDEA**, not the title. It must be a complete sentence that explains in some detail what you expect to write about.**

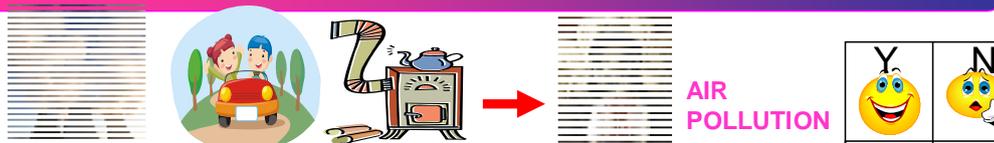
**Title:** Social Security and Old Age.

**Thesis:** Continuing changes in the Social Security System makes it almost impossible to plan intelligently for one's retirement.

Y 	N 

# 1. CAUSE AND EFFECT. (2)

## 1) Multiple causes. 1 EFFECT (2)



### 1. WRITE A THESIS STATEMENT.

**1.4. A thesis statement is **NARROW**, rather than broad. If the thesis statement is sufficiently narrow, it can be fully supported.**

**Broad:** The American steel industry has many problems.

**Narrow:** The primary problem if the American steel industry is the lack of funds to renovate outdated plants and equipment.

**1.5. A thesis statement is **SPECIFIC** rather than vague or general.**

**Vague:** Hemingway's war stories are very good.

**Specific:** Hemingway's stories helped create a new prose style by employing extensive dialogue, shorter sentences, and strong Anglo-Saxon words.

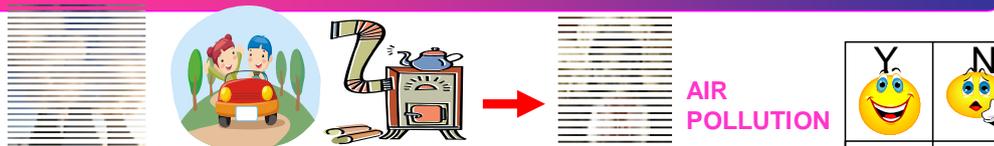
**1.6. A thesis statement has **ONE MAIN POINT** rather than several main points. More than one point may be too difficult for the reader to understand and the writer to support.**

**More than one main point:** Stephen Hawking's physical disability has not prevented him from becoming a world-renowned physicist, and his book is the subject of a movie.

**One Main point:** Stephen Hawking's physical disability has not prevented him from becoming a world renowned physicist.

# 1. CAUSE AND EFFECT. (3)

## 1) Multiple causes. 1 EFFECT (3)



### 2. TALK ABOUT THE CAUSES.

2.1. \*\*\*\*\* In your **thesis statement** you are going to include all the **DIFFERENT CAUSES** that generate 1 **EFFECT**.

**Thesis statement:** Air pollution is caused by the following factors: exhaust gases from cars, uncontrolled factory releases, and burning of low-quality coal for heating.

2.2. \*\*\*\*\* Describe each one of those causes in a different paragraph. First, create your own graphic organizer where you will list the cause and possible explanations for it. See below:

I. exhaust gases from cars

- A. government does not have enough control
- B. citizens are not conscientious

III. burning of low-quality coal for heating

- A. no governmental control
- B. other forms of energy too expensive

Each developmental paragraph is devoted to one of the causes of air pollution. Each cause is supported by two minor supports. While writing, these major and minor ideas should be adequately explained and exemplified as well.

Y	N
😊	😞

# 1. CAUSE AND EFFECT. (4)

## 2) 1 Cause - Multiple Effects.



WATCHING TV



### 1. WRITE A THESIS STATEMENT

In your **thesis statement** you are going to include all the **DIFFERENT EFFECTS** that are generated by **1 CAUSE**.

**Thesis statement:** **Watching too much TV** is one of the major sociological issues of this century, which has **many effects** on the physiology (example: eating disorders) and psychology (communication disorders) of people.

### 2. TALK ABOUT THE EFFECTS OF 1 CAUSE.

**2.2. \*\*\*\*\*** Describe each one of those effects in a different paragraph. First, create your own graphic organizer where you will list the possible explanations for each cause. See below:

#### I. eating disorders

- A. TV meals
- B. obesity

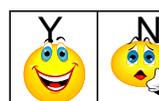
#### II. communication problems

- A. more violence
- B. no interpersonal talk

Again, we have grouped related effects under two main points: physiological and psychological. Then, we have supported each effect with two minor supports (A and B). While writing, we should explain these major and minor supports by giving examples and/or defining what we mean, as well.

# 1. CAUSE AND EFFECT. (5)

## 3) Domino Effect.



### 1. WRITE A THESIS STATEMENT

In your **thesis statement** you are going to write **1 CAUSE** leading to a **FINAL EFFECT**. In this pattern, the events lead to one another, as in the following organization:

**Thesis statement:** Using deodorants with chlorofluorocarbon gas will bring **the end of world**.

### 2. TALK ABOUT THE CAUSES AND EFFECTS CHAIN.

2.2. \*\*\*\*\* Describe each one of those effects in a different paragraph. First, create your own graphic organizer where you will list the possible explanations for each cause. See below:

**Chlorofluorocarbon gases** are contained in most deodorants and released by some factories into the air.

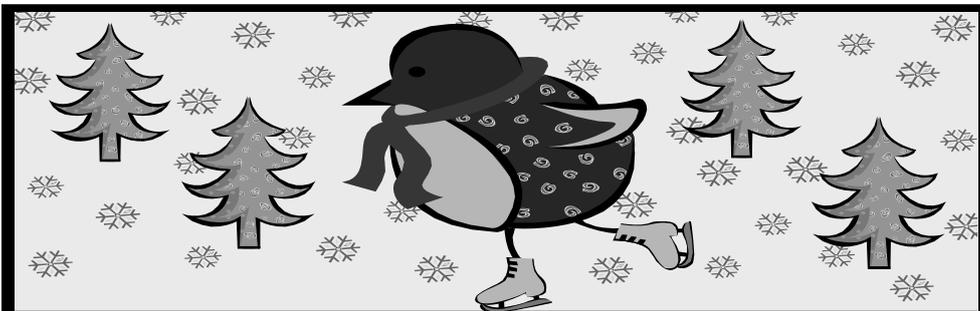
II. This **gas** causes **the ozone layer** to become thinner and finally disappear in patches.

III. The **unfiltered ultraviolet rays** of the sun cause **overheating in the poles** of the earth, where the icebergs start to melt.

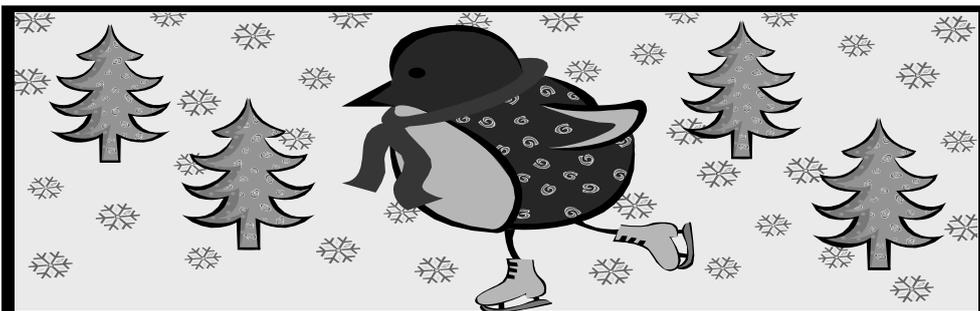
IV. The huge amount of **water released** from the poles **leads to a rise** in the sea-level.

V. The **sea will cover the land** and this will be the end of the world.


## Questions for Snowball. (1)

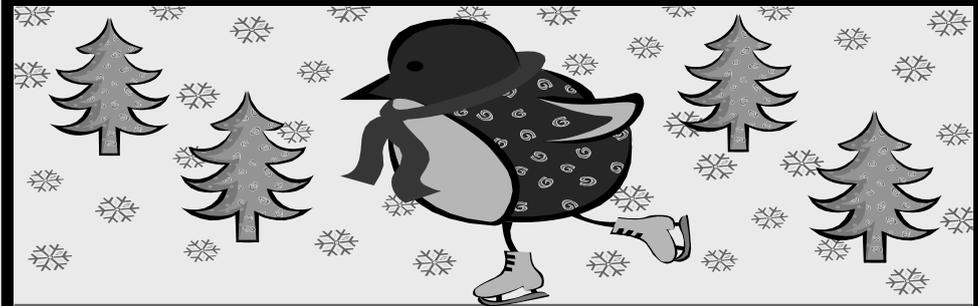


**1. What is Empathy?**

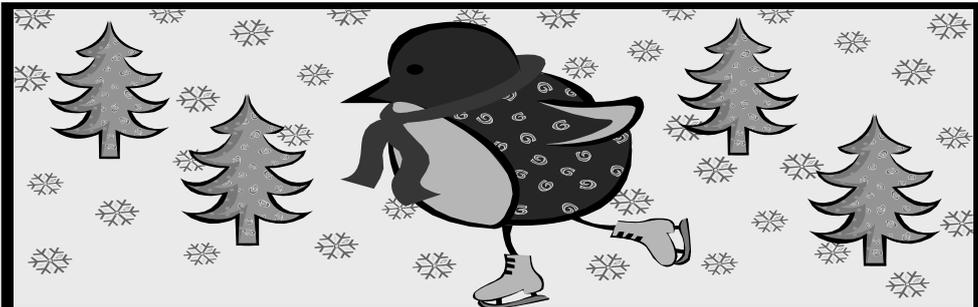


**2. What is Organizational Awareness?**

## Questions for Snowball. (2)

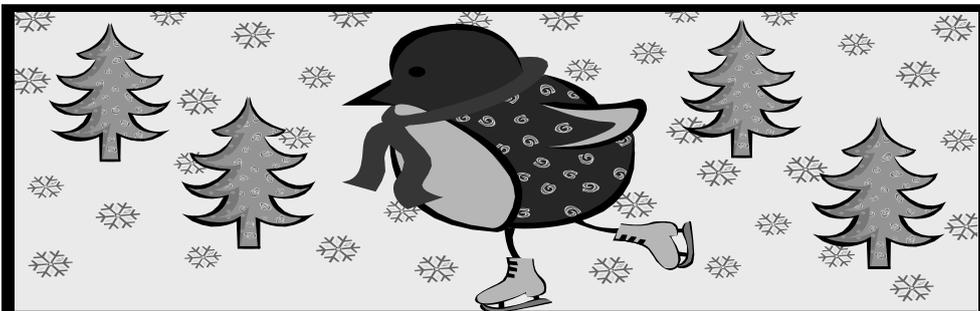


**3. What is Inspirational Leadership?**

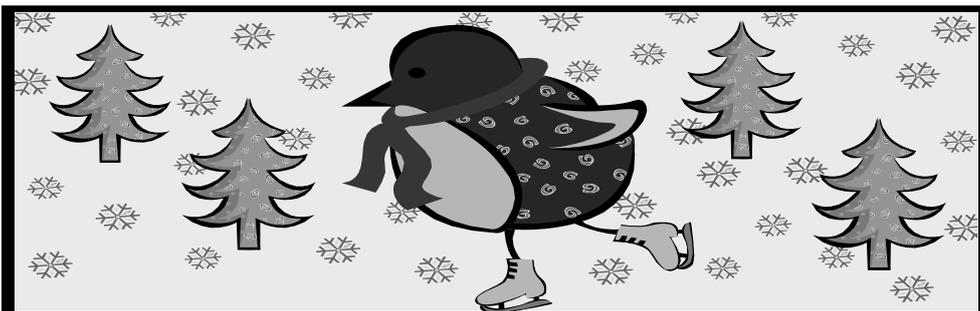


**4. What is to have Influence on others?**

### Questions for Snowball. (3)

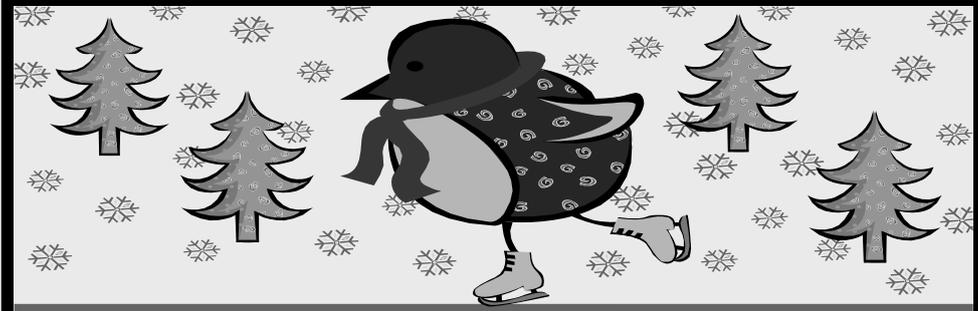


**5. What is Conflict Management?**

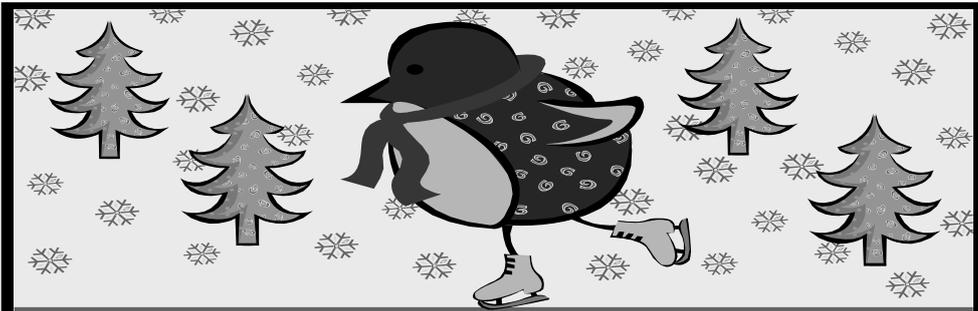


**6. What is Team Work and Collaboration?**

## Questions for Snowball. (4)

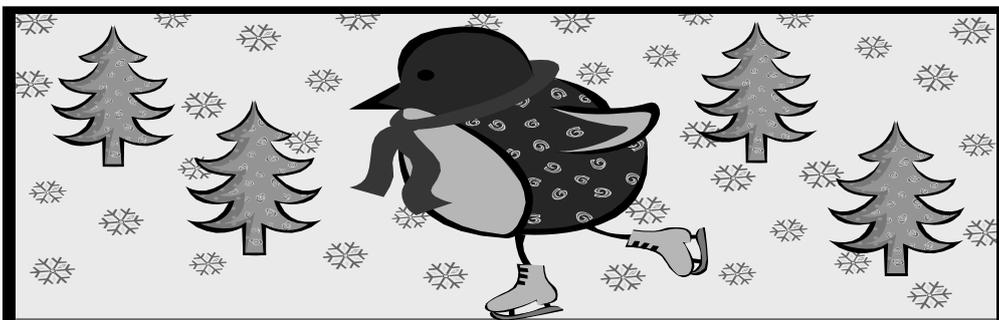


**7. What is a Thesis Statement?**

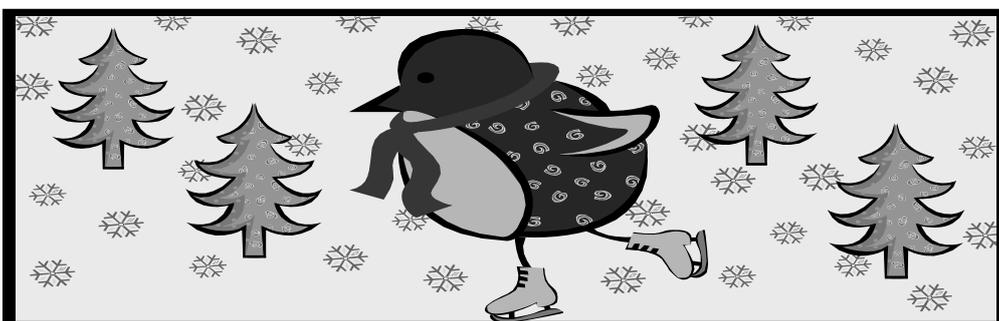


**8. What is an Argument?**

## Questions for Snowball. (5)



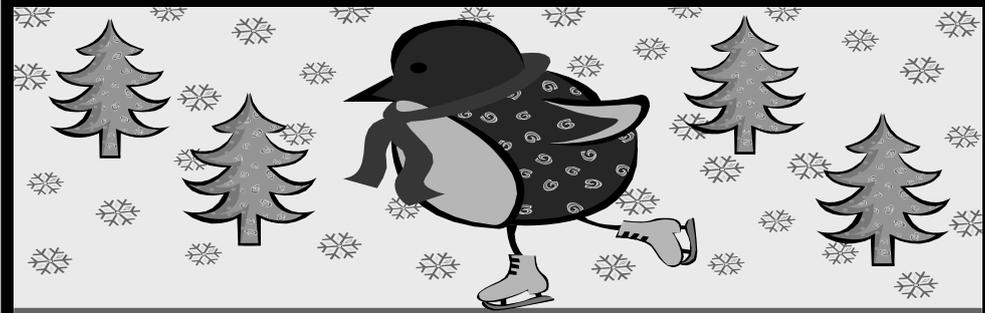
9. What is a Hook?



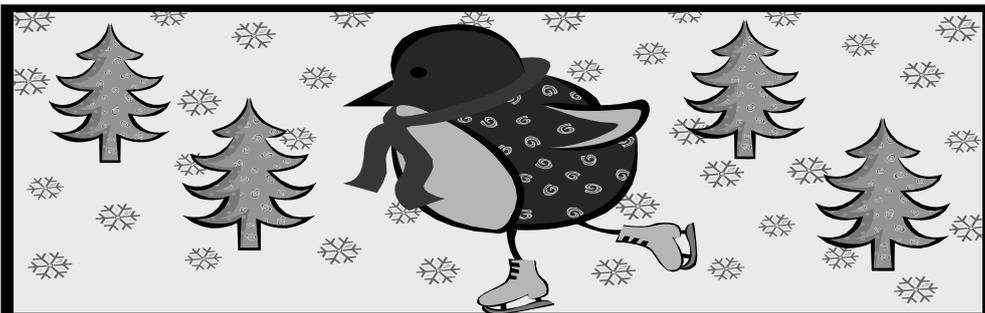
10. Using figurative language makes the text come  
'alive'.

What is a 'metaphor'?

## Questions for Snowball. (6)

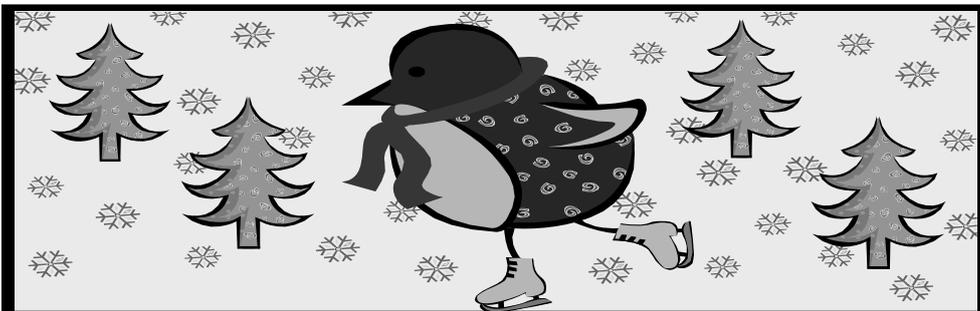


**11. Using figurative language makes the text come 'alive'.  
What is a 'simile'?**



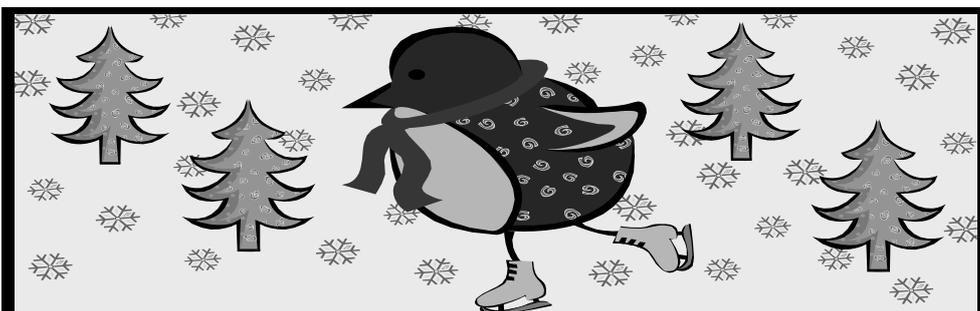
**12. Using figurative language makes the text come 'alive'.  
What is 'personification'?**

## Questions for Snowball. (7)



**13. Using figurative language makes the text come 'alive'.**

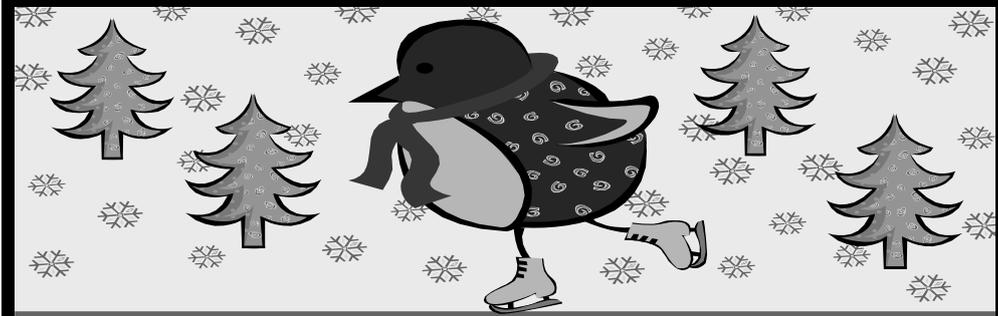
**What is 'alliteration'?**



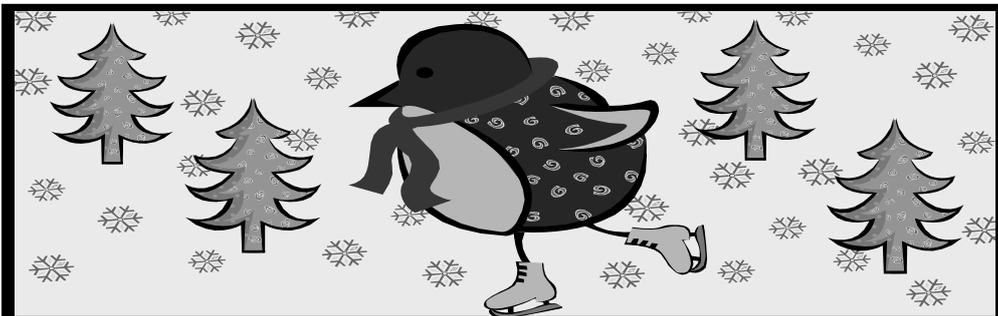
**14. Using figurative language makes the text come 'alive'.**

**What is 'onomatopoeia'?**

## Questions for Snowball. (8)

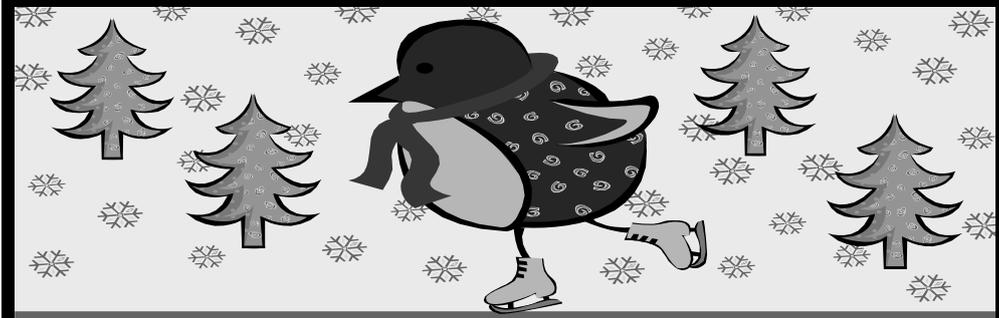


**15. Using figurative language makes the text come 'alive'.  
What is 'irony'?**

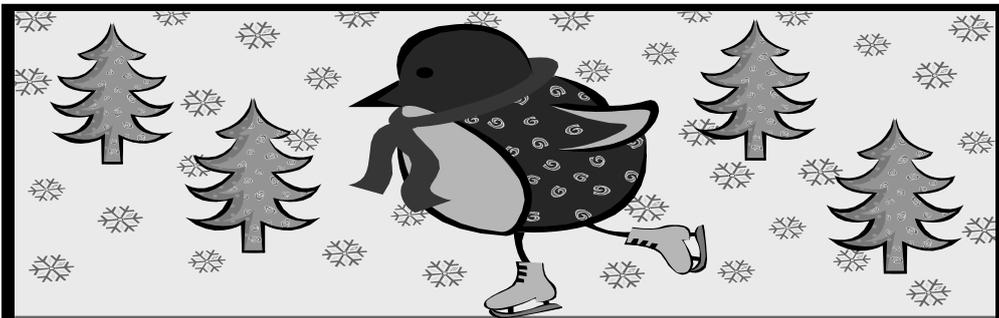


**16. Using figurative language makes the text come 'alive'.  
What is 'hyperbole'?**

## Questions for Snowball. (9)

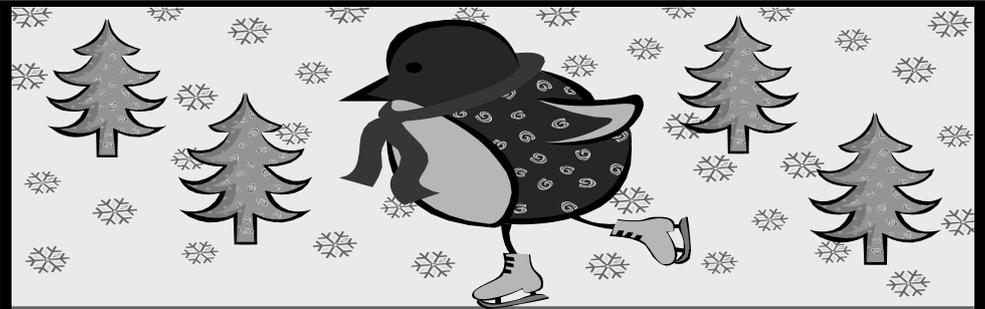


**17. What is a Personal Narrative?**

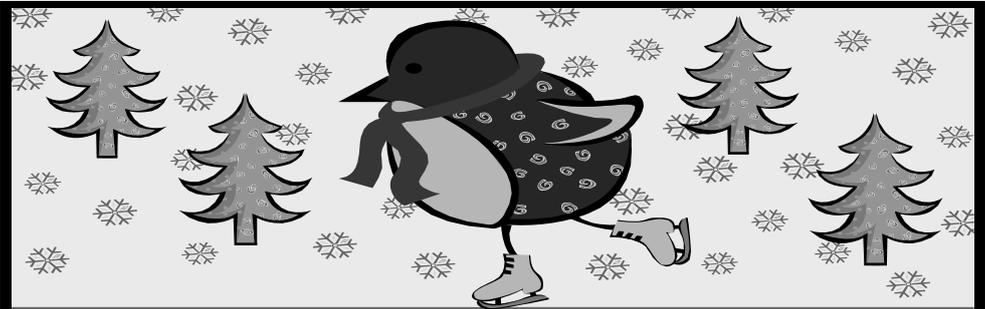


**18. What is an Expository Essay?**

**Questions for Snowball. (10)**



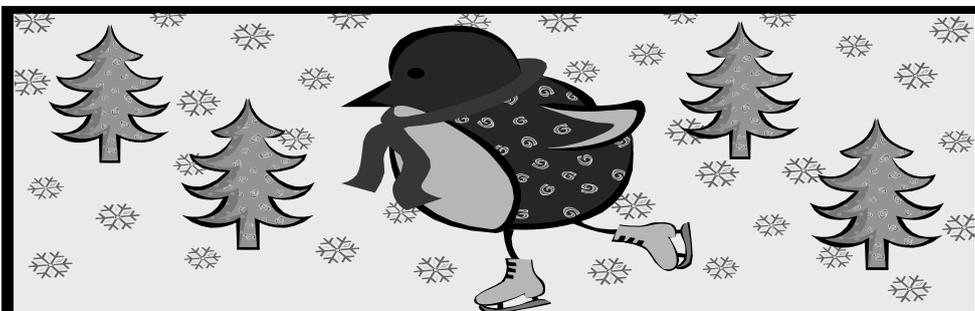
**19. What is a Persuasive writing?**



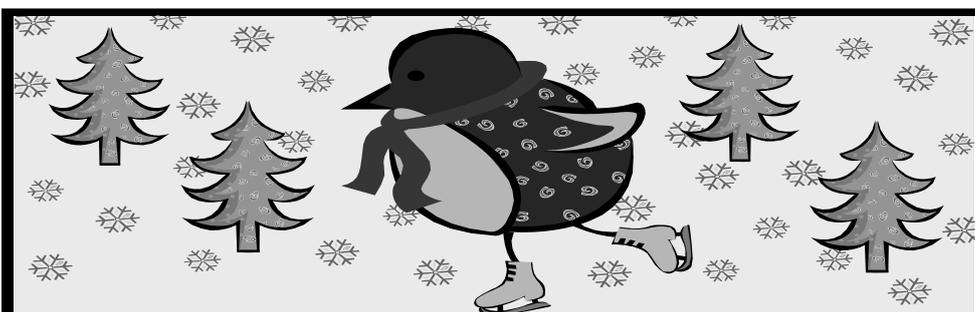
**20. Write your own question:**

.....  
.....  
.....

## Questions for Snowball. (11)

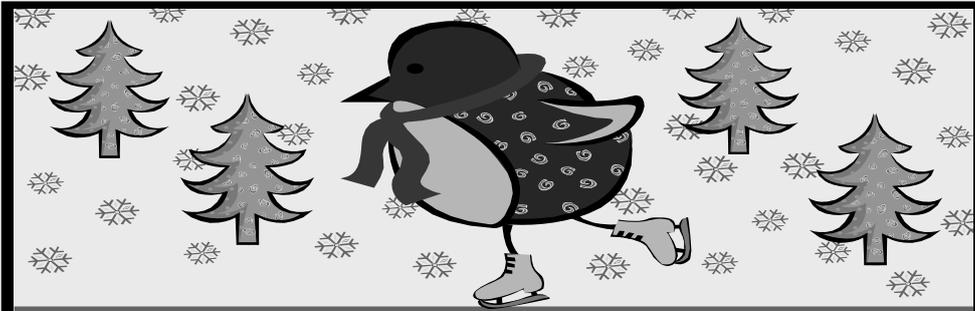


**21. How do you compare and contrast?**

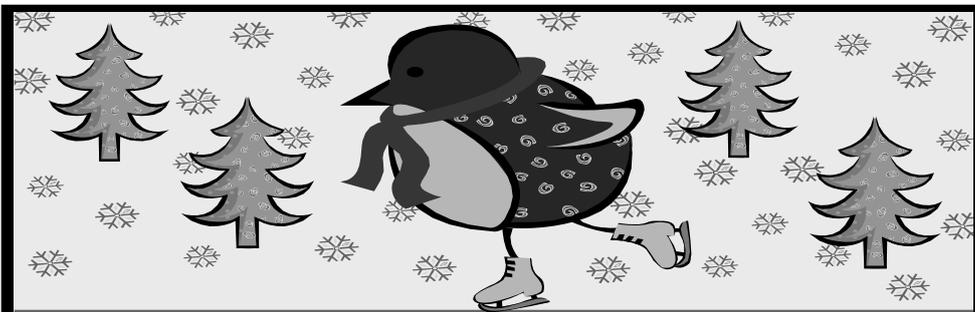


- 22. a) Can you name some of the elements that have to be present when describing a person?**  
**b) What type of text is this (you are only describing): narrative, expository or persuasive?**

## Questions for Snowball. (12)

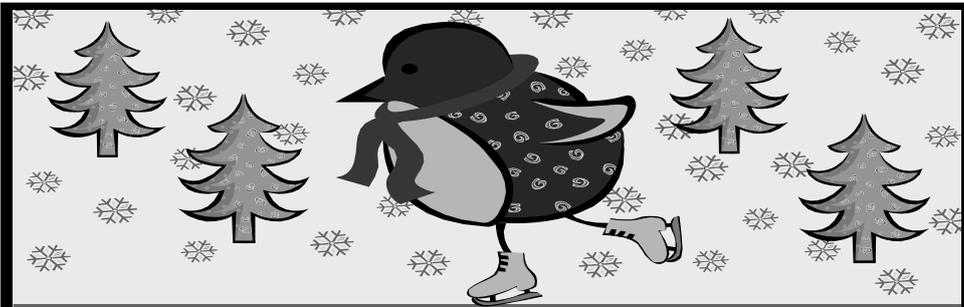


23. a) Can you name some of the elements that have to be present when describing an animal?  
b) What type of text is this (you are only describing):  
narrative, expository or persuasive?



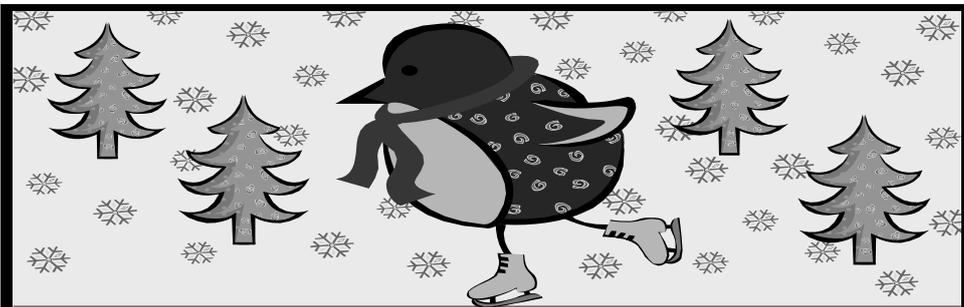
24. Can you name some of the elements that have to be present when describing an object?  
b) What type of text is this (you are only describing):  
narrative, expository or persuasive?

## Questions for Snowball. (13)



**25. To what type of Expository writing does this introductory Paragraph belong to?**

1. The hook.
2. A brief outline of the two elements/objects/etc. you are going to talk about. Cite the elements that you are going to be talking about.
  - 2.3.1. **Elements to compare:** Ex. Mom, dad, grandma.
  - 2.3.2. **Points of comparison:** Ex. Activities, look / appearance, character.

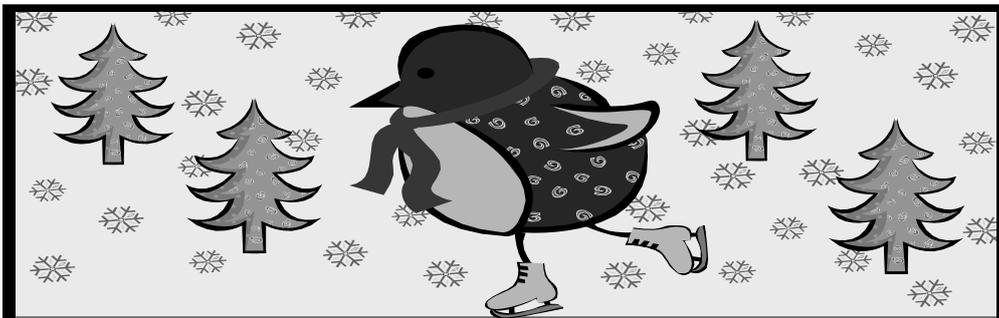


**26. What are you describing below?**

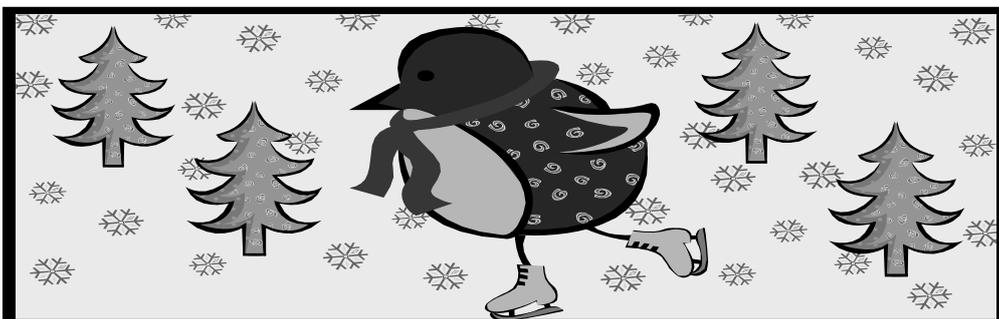
**INTELLECTUAL ABILITY**

- 1.1. Possessing Ability.
- 1.2. Lacking ability.

## Questions for Snowball. (14)

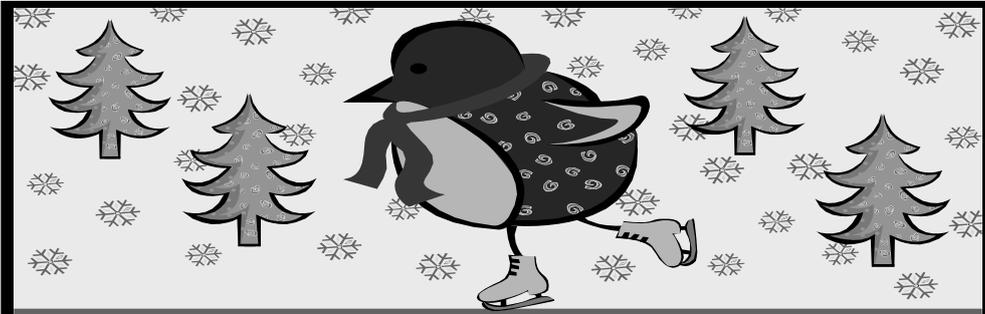


**27. What is an introductory paragraph?**

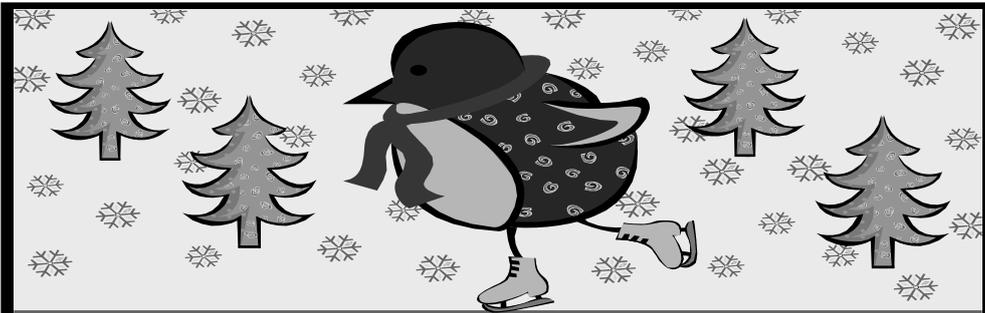


**28. What do you do in a paragraph?**

## Questions for Snowball. (15)

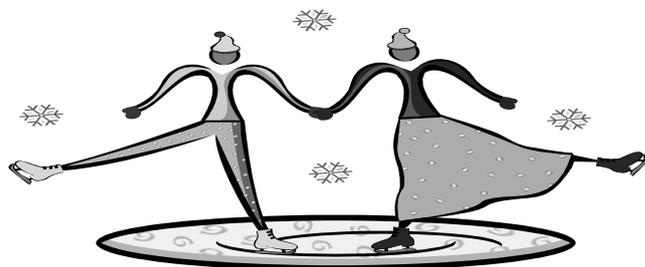


**29. What is a conclusion?**



**30. What is figurative language?**

## Answers for Snowball. (1)



***1. Recognizing someone's emotions and getting interested in their concerns.***

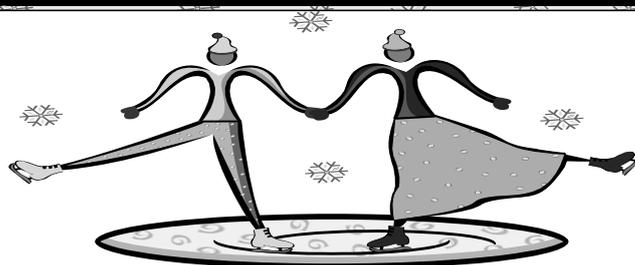


***2. Being able to understand the way people in a group get along with each other and what the role that best would fit each of them is.***

## Answers for Snowball. (2)



***3. Inspiring and guiding individuals or groups towards achieving a positive goal.***

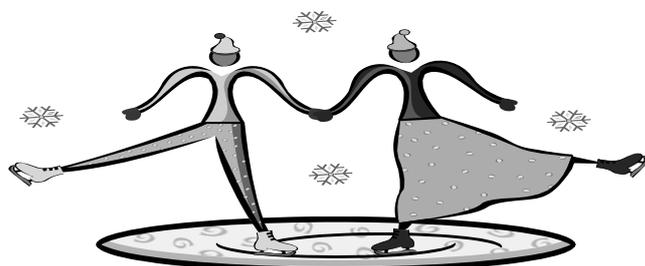


***4. Having impact on others using effective techniques to influence their opinions.***

## Answers for Snowball. (3)



**5. Solving problems trying to get to a position that is convenient for all the people involved in the situation.**



**6. Creating a group of people who works together towards getting a common goal.**

## Answers for Snowball. (4)



7. Is a sentence that explicitly identifies the purpose of the paper or previews its main ideas.

*Ex. People are poisoning the environment with chemicals merely to keep their lawns clean.*



8. A good argument shows cause and effect. This is the connection between an action and what leads to it.

*Ex. The fish died as a result of pollution in the water:  
Violence in movies contributes to violence in society*

## Answers for Snowball. (5)



**9. It is a sentence, or couple of sentences that you use at the beginning of your essay in order to catch The attention of the reader.**

*Ex. Have you ever been to the most amazing school in the whole world?*



**10. A comparison of two unlike things using the words "is, are, was, were". A "is, was" B or substitutes B for A.**

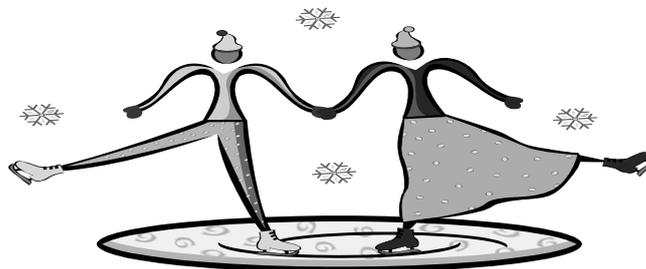
*Ex. "You are my sunshine" is a metaphor whereas "You are like the sun" is a simile.*

## Answers for Snowball. (6)



11. A comparison of two unlike things using the word 'like' or 'as'.  
A is "like" or "as" B.

*Ex. "Your eyes are like the sun".*



12. It gives non-living things and animals the ability to think, feel emotions, or have human relationships.

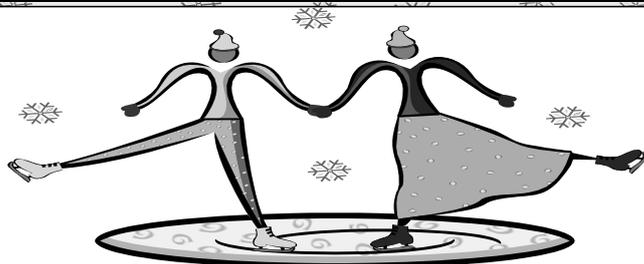
*Ex: The moon smiles.*

## Answers for Snowball. (7)



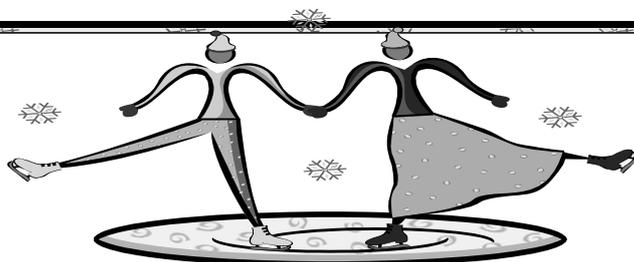
**13.** Repetition of the same first sound or the same first letter in a group of words. It is used for impact and effect.

*Ex. Let's reduce, reuse, recycle!*



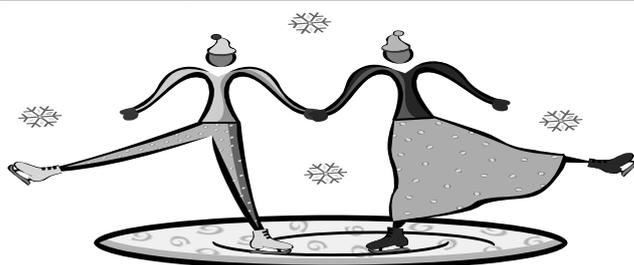
**14.** For animal sounds, words like **quack** (duck), **roar** (lion) and **meow** (cat) are typically used in English.

## Answers for Snowball. (8)



**15.** One meaning is stated, but another, antithetical (opposite and opposed) meaning is intended.

*Ex. Oh, so you are a lot better than me, right?*



**16.** An exaggeration; giving something more or less of a quality than it really has. This term is usually used as a put down, or to discredit what someone is saying.

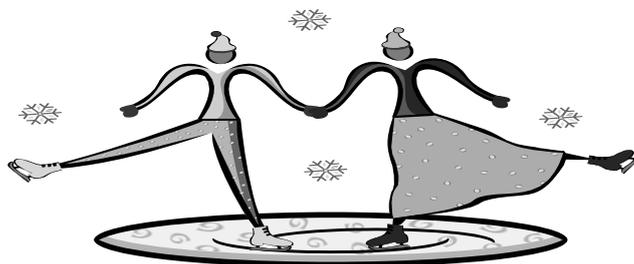
*Ex. His eloquence could split rocks.*

## Answers for Snowball. (9)



17. A non-fiction story that describes a personal experience.

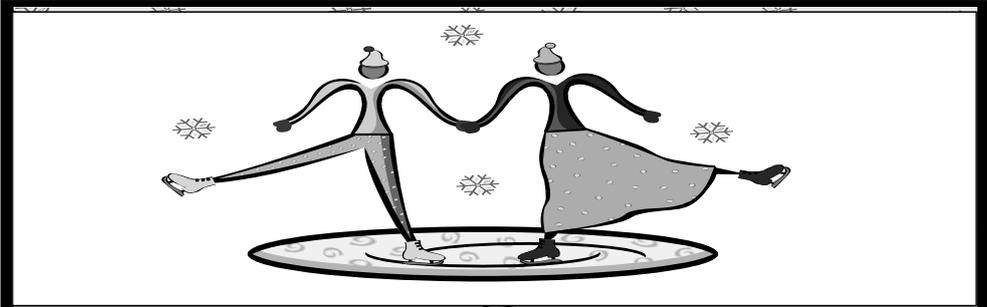
*Ex: My first day of school.*



18. When we explain something with facts, as opposed to opinion. For example when you: 1) Describe how to do something; 2) Analyze events, ideas, objects, or written works; 3) Describe a process, person, animal, place, historical event, etc.

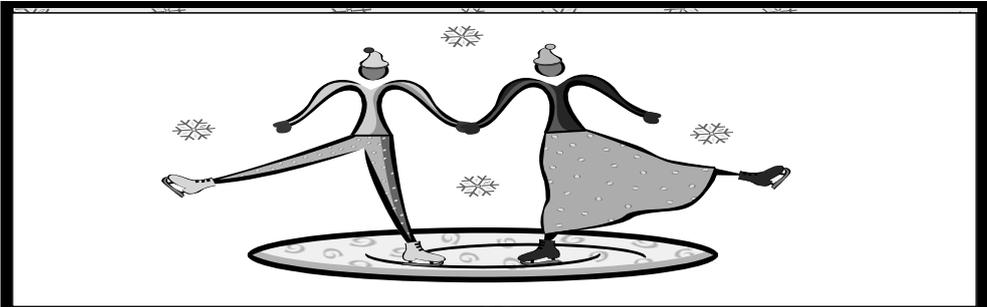
*Ex: Qualities of a good teacher.*

# Answers for Snowball. (10)



19. You are trying to persuade a person to adopt a certain point of view or to take a particular action. You must always give logical reasons, state facts, use examples and/or quote experts when the situation allows it.

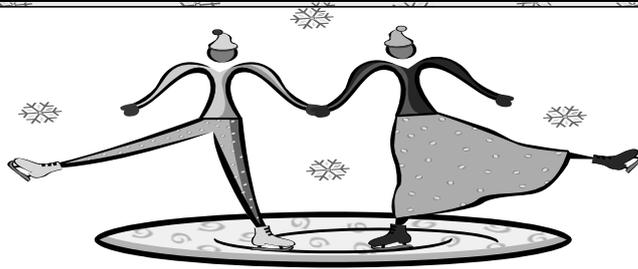
*Ex: Should tobacco be banned?*



20. Write your own answer:

.....  
.....  
.....

## Questions for Snowball. (11)

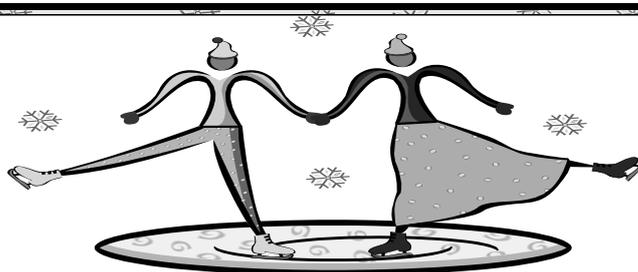


### 21.

1. Identify and name the **elements** you want to compare or contrast.
  2. Figure out how they are similar and how they are different.
- You will need to find at least three **points** for comparison / contrast.
3. Write detailed characteristics for each point.

Example:

- 3.1. **Elements to compare:** mom, dad, grandpa.
- 3.2. **Points of comparison:** activities, look, character.



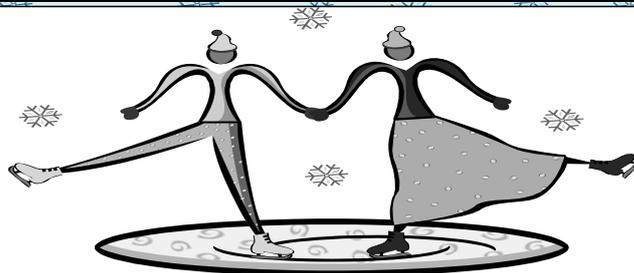
22. a) Ex. Look Appearance: Height, build, hair, etc.  
Character: Intelligence, attitude towards life, etc.

b) Expository.

## Questions for Snowball. (12)

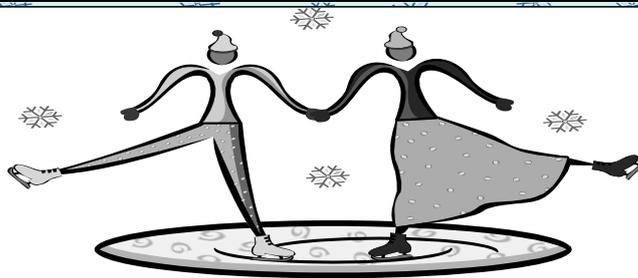


23. a) Ex. Habitat, body parts, eating habits, etc.  
b) Expository.

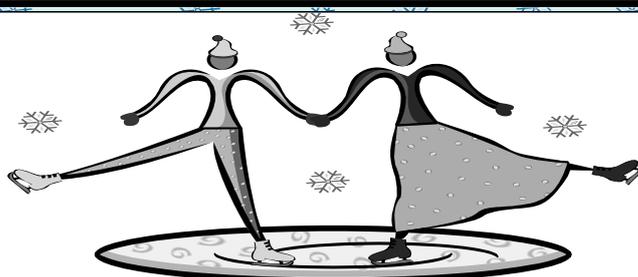


24. a) Size, color, origin, etc.  
b) Expository.

## Questions for Snowball. (13)

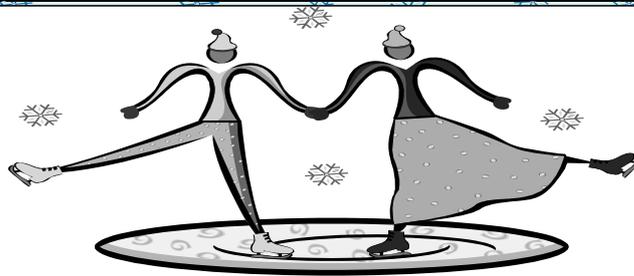


**25. Compare and Contrast Expository Text.**

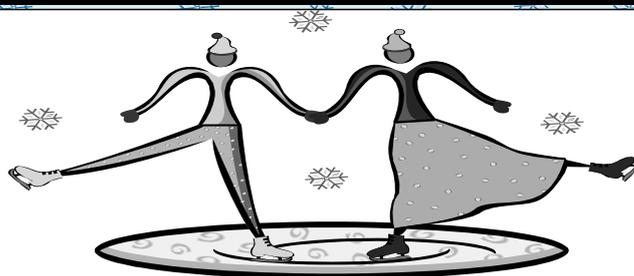


**26. Describing a person's character.**

## Answers for Snowball. (14)



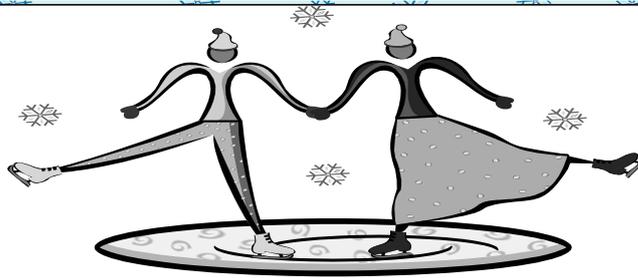
**27.** Where you give a specific preview of the main points you are going to talk about. Remember that the 'Hook' and the 'Introduction' go in the same initial paragraph.



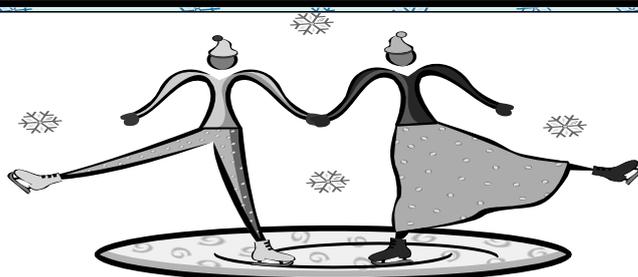
**28.**

1. Describe, in detail, each of your points.
2. Use specific words related to your topic.
3. Use sentence connectors.
3. Vary your sentence structure.

## Answers for Snowball. (15)



**29.** This may contain a restatement of points of the introduction with an ending hook.



**30.** Use of words out of their literal meaning to add beauty or force. Ex. Similes, metaphors, hyperbole, etc.

## Interesting Facts about Interpersonal Intelligence.

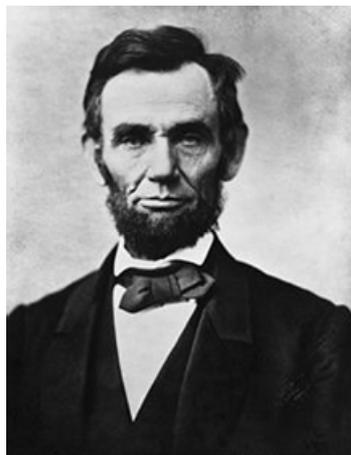
### INTERPERSONAL INTELLIGENCE

If you have a strong Interpersonal Intelligence it means that you:

1. Can relate very well to others.
2. Have very good communication skills.
3. Can resolve conflicts among people.

You could have the following jobs:

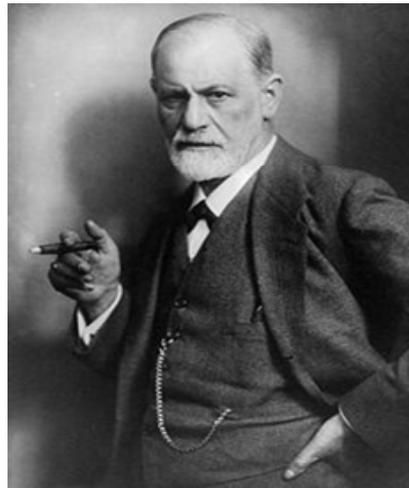
Psychologist  
Philosopher  
Counselor  
Sales person  
Politician



Lincoln, politician.



Plato and Aristotle, philosophers.



Freud, psychologist.





## LESSON NUMBER: 49

➤ **TOPIC OF THE LESSON:**

Learn about Emotional Intelligence (6).  
Interpersonal Intelligence (3).

➤ **CONTEXT:**

“Choose among Narrative, Expository and Persuasive essay formats to write about solving a conflict.”





**TOPIC OF THE LESSON:** Learn about Emotional Intelligence. (6) Interpersonal Intelligence (3).

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Choose among Narrative, Expository and Persuasive essay formats to write about solving a conflict.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 49

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to understand the importance of ‘Conflict Management Strategies’.

- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### **1.2. Language Objectives:**

- LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

## **2. STRATEGIES:** 1. Cooperative strategies: 1.1. Talking Chips; 1.2. Corners; 1.3. Three Steps Interview; 1.4. Rally Robin; 1.5. Sharing Circles. 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

✓ **Review Questions:** What did we learn during the previous lesson? Who remembers what Interpersonal Intelligence is? (Use transparency from previous lesson). Could you give an example of how can you use your Interpersonal Intelligence to be a happier person?

✓ **Student Self-assessment:**

☞ **Introductory Activity:** “What is the best radio station/music type?”

☞ **Cooperative Strategies:** Talking Chips; Numbered Heads Together; Discussion.

☞ **Description:** Teacher will make it interesting by:

- Building background knowledge about Conflict Management. The procedure will be:
  - 1) Teacher will ‘generate’ a situation where disagreement among the students will take place. In order to get this purpose, teacher will bring a radio to the classroom and will ask students what radio station/type of music they want to listen to.
  - 2) Teacher will invite students to write it down (the name of the radio station/type of music).
  - 3) When finished, they will share with their friends using the cooperative strategy Talking Chips.
  - 4) They will share with the rest of the class using the cooperative strategy Numbered Heads Together.
  - 5) Since there will be a lot of ‘choices’ teacher will invite students to think about a way in which everybody can be ‘happy’ with the choice we will all make. Students will discuss within their groups possible situations to this ‘conflict’.

Talking Chips. 1.Only one talking chip.

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.

Numbered Heads Together:

1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number responds.

**3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will review what “Emotional Intelligence” is. Teacher will use transparencies from previous lessons.

Next, teacher will explain what Conflict Management is. “By Conflict Management we understand the skills we use to solve problems trying to get to a position that is convenient for all the people involved in the situation. Today we are going to learn six ways of solving a problem.” (Teacher will use the overhead projector to show students a transparency of the terms to be learned.)

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you would be able to think about peaceful ways you can solve a problem.

☞ A.3. Why is this important?

One of the reasons why it is very important to be able to solve conflicts is the fact that when you learn about conflict management skills you are able to get along better with people and to be a happier person.

☞ A.4. What are the students going to do?

Now, we are going to learn about six ways of solving a conflict that are going to help us to solve the problem of what radio station is the one we should listen to. You are going to read a part of a reader's theatre where some kids use these strategies. Then, as a group, you will be reflecting about one time when something like that happened to you. Each group will get a different reflection sheet to fill out. At the end of this second activity you will act it out, your part of reader's theatre, for the whole class.

***B. Teacher will model the activities.***

Teacher will provide an example by reading one of the reflections sheets that students have to fill out.

***C. Students Practice.***

☞ **Activity:** "Choose among Narrative, Expository and Persuasive essay formats to write about solving a conflict".

☞ **Cooperative Strategies:** 4 S Brainstorming; Act out

☞ **Description:**

- 1) First, work with your group partners and read your section of the readers' theater Conflict in The Congo.
- 2) Second, think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy 4 S Brainstorming.
- 3) Third, when everybody has finished filling out each corresponding answer sheet, each group will give a brief overview of what their conflict management skill was.
- 4) Finally, once the play is over, every student will choose among narrative, expository or persuasive essay to write about conflict management. (See choices below)

***A. Repeat overall big picture of what students were supposed to learn.***

Today we have learned about six ways to solve a conflict. These have been: (Teacher will use a transparency to show this to students).

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who can tell me about one time when you have used one of these strategies to solve a conflict?

***C. Add a closing story or interesting fact.***

Students will role play their corresponding parts.

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to begin learning about the 6 + 1 Traits of Writing. You will learn about the Ideas Trait.”

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can you explain, in your own words, what is a conflict?
- ✓ 2. Do you know who a ‘mediator’ is?

➤ 2. Comprehension

- ✓ 1. How do you think people feel when they are in a conflict?
- ✓ 2. What differences exist between the using of a ‘mediator’ and ‘come out with a different idea’?

➤ 3. Application

- ✓ 1. How could you apply these strategies in order to solve the problem we had at the very beginning of these lesson; this is, choosing your favourite radio station/type of music?

➤ 4. Analysis

- ✓ 1. Which events could have happened if all the guys in the play would have continued arguing without trying to find a way to solve a conflict?

- ✓ 2. How were these strategies that we have learned today similar to the ones you have used before when you have been in a conflict with anybody?

➤ 5. Synthesis

- ✓ 1. Why don't you devise your own set of question which are going to help you explain somebody what each of the 6 'Conflict Management Strategies' are?

➤ 6. Evaluation

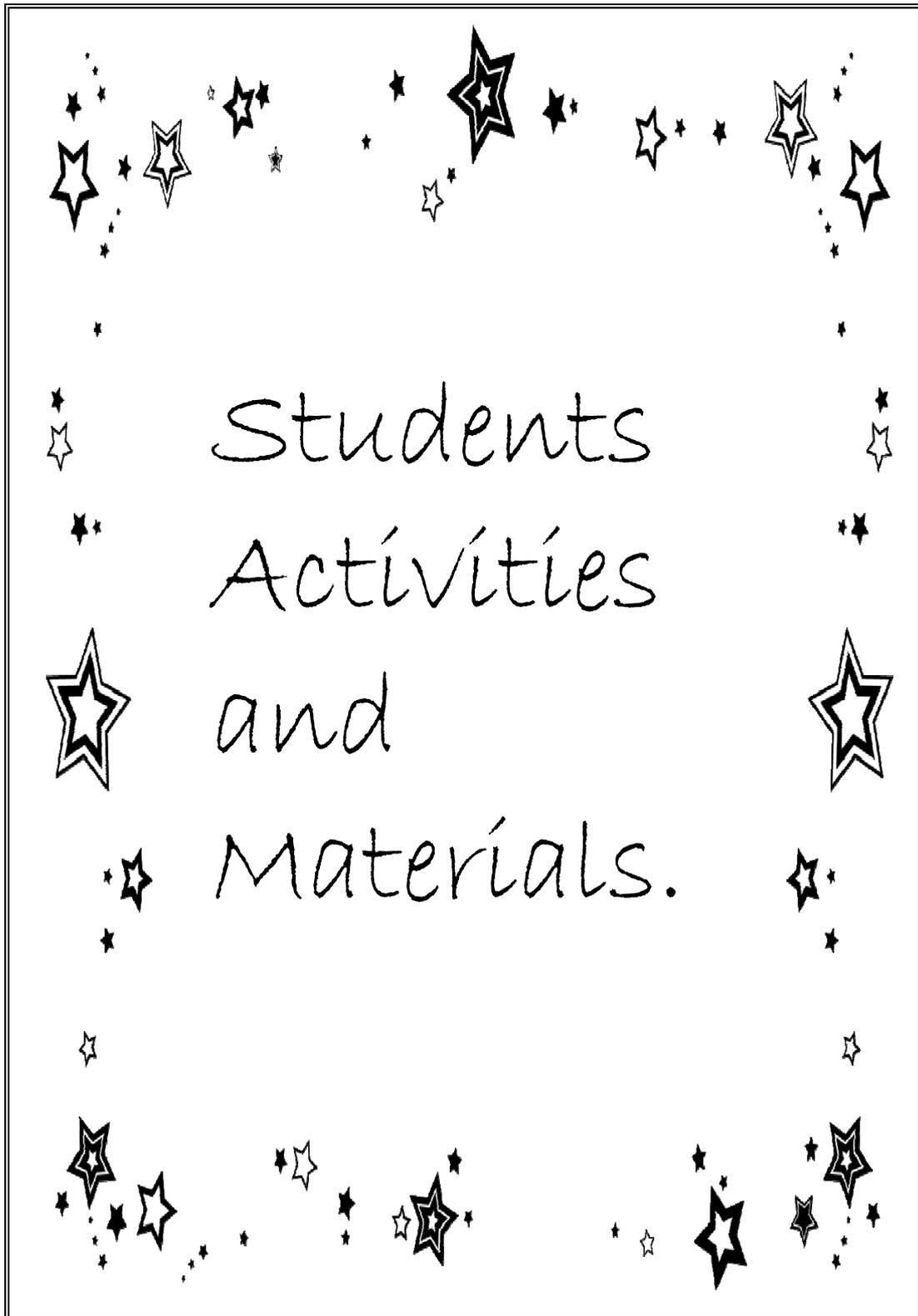
- ✓ 1. Are there a better ways of solving a conflict apart from the ones that we studied during this lesson?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Essay Rubric.** (Same of lesson 48)



Students  
Activities  
and  
Materials.

## Conflic Resolution. Modeling Transparencies.

# Six Ways to Solve a Conflict (1)

## 1. FLIP A COIN OR DRAW A STRAW.

When you decide to solve a conflict by:

### 1) Using a coin:

- each person chooses a side of the coin – heads or tails –
- you flip the coin and let it fall on the floor;
- the one who win is the one who picked the side that faces up.

### 2) Using straws:

You previously decide on what size of the straw will be the winning one (largest or shortest) after that, each person draws a straw.



## 2. TAKE TURNS.

When people decide to solve a conflict by doing the thing that person A wants to do first and doing the things that person B wants to do in the second place.

Ex. Jose and Miguel want to play some games together. Jose wants to play with the play station. Miguel wants to race bikes. Jose and Miguel talk about what they want and express their points of view. Jose says: "It is not very warm outside; I want to stay home and play with the play station, I'd rather be warm at home than cold outside". Miguel argues: "Yes, you are right, it is not very warm outside, but it is not snowing or raining. The temperature is just a little chilly. If we go out now, that there is still sunlight, and we race our bikes we will get hot pretty soon, you would not even notice any kind of breeze". Miguel and Jose agree on racing the bikes first and using the play station once they have gone for a couple of races. They both get what they want and they both have a great time together.



## Six Ways to Solve a Conflict (2)

### 3. AGREE TO DISAGREE

When you respect the position of somebody else but continue thinking the way you do about something in particular.



Example: Imagine there are two people talking about the best kind of pizza. Person 1 says: "The best kind of pizza is pepperoni and sausage"; person number 2 says: "Oh, no way, it is shrimp and cheese". Each of them gives many details as to why that their favorite kind of pizza is the best one. After talking for quite some time they still think the same way they did before. This is Person 1 prefers pepperoni and sausage pizza while person number 2 chooses shrimp and cheese. Since they don't want to spend here their entire life discussing this topic and since they respect each other they decide to "**Agree to disagree**"; this is, person number 1 tells to person number 2: "I know we do not agree on which one is the best kind of pizza. I do prefer pepperoni and sausage but I do respect your point of view". Person number 2 also states the same thing: "I do prefer shrimp but I do respect your point of view". Therefore, they settle the discussion and **agree to disagree**.

### 4. AGREE ON A TOTALLY DIFFERENT IDEA.

Come out with a new idea.

Example: Sandra wants to go to the swimming pool. Marta, her sister, wants to go to the river. They start arguing. Their parents ask to them to stop fighting and to find a solution to their disagreement or they won't go anywhere. Their mom asks them to reconsider what they really want and analyze the similarities and differences. Finally, they realized they both want to swim. They decide to agree on a totally different idea, this is, to go to the beach. They both are happy now. They ended up swimming and having a great time with their family.

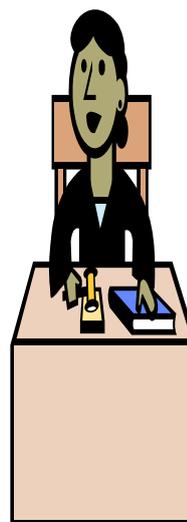


## Six Ways to Solve a Conflict (3)

### 5. FIND A MEDIATOR

When people look for somebody who would listen to the people who are involved in a conflict and will act as an intermediary to solve the disagreement.

Ex. Juan and Pedro are brothers. They want to play with the new Portable Play Station that their parents just bought them. They start to fight over it: "I want to use it first" says Juan. Then, Pedro answers: "No, me first. When I am finished, you'll play with it". Juan argues: "But why do I have to wait for you? Who do you think you are, the President of USA?" Their mom hears them fighting and decides to come and help them to solve the conflict; she will be the **mediator**, this is, the person who would listen to Juan and Pedro and will act as an intermediary to solve the disagreement about the Play Station. She guides them to solve the problem by asking questions that will help them reflect and understand the problem. Their mom asks them to stay calm and to reflect about the following questions: 1) What is the problem? 2) Why do you have to use it first; can you give any reason that will explain that you have to be first and he has to be second? 3) How do you feel about not getting what you want? 4) Who do you think your brother feels about not getting it either? 5) What is what you really want to do (play with the PSP)? 6) Could you come out with a way you could use it without any priorities; what about playing together or taking turns of five minutes each? Juan and Pedro finally understand the problem and worked it out as their mom recommended them to do.



### 6. COMBINE OUR IDEAS:

When people mix their ideas in order to solve a conflict and get what they want.

Brenda and Carmen want her mom to decorate the room they share. Brenda loves the color yellow. Carmen loves the color red. They both ask their mom to paint their room in the color they both like. Their mom asks them to get to an agreement or she will not paint the room. Brenda and Carmen sit down with a piece of paper and reflect about all the things they would like to have in their new room. They list five things they like. Example: Brenda: 1. yellow, 2. daisies, 3. mountains, 4. trees, 5. birds. Carmen: 1. red, 2. tulips, 3. see, 4. beach, 5. rivers. After reading both lists out loud, they realized that they both like nature. They come out with the idea of decorating their new room with a picture that has a mountain full of trees and flowers (red and yellow) and at the end of the mountain starts a beach.



(4S Brainstorming Roles Sheet: Variation of 4S Brainstorming. Created by Maria Isabel (Maribel) Garcia Garrido).

Name:	Job:
	<p>1. <b><i>Sultan of Silly</i></b>: encourages silly ideas. This person says things like: “Let’s have a crazy idea!” “Can anyone think of something funny?”</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>2. <b><i>Synergy Guru</i></b>: asks team-mates to expand or combine ideas, records / writes ideas on a piece of paper. This person says things like: “Let’s build on that...” “Let’s combine these ideas”.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>3. <b><i>Sergeant Support</i></b>: affirms all ideas and ensures judgement is suspended during brainstorming. This person says things like: “All ideas are great!” “That’s an excellent idea”. “I really like that!”</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>4. <b><i>Speed Captain</i></b>: encourages many ideas to be generated quickly. This person says things like: “We only have one minute left”. “Let’s hurry!” “Let’s get quicker with our responses”.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Conflict Management Skills. Group 1. FLIP A COIN OR DRAW A STRAW. Group 1.**

Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

**Reading 1. FLIP A COIN OR DRAW A STRAW. Group 1.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"

**NARRATOR:** Curly yells,

**CURLY:** "Let's try to slide down the tree trunk."

**SANDRA:** What about if we stay here for a little while? I enjoy watching those birds flying.

**NARRATOR:** Shep argues,

**SHEP:** "No, let's break off some palm branches and make feathers for ourselves. Let's pretend to be DEDALOUS and let's sing "I believe I can fly, I believe I can touch the sky.... "

**NARRATOR:** Mark laughs and says,

**MARK:** (looking kind of dizzy) No, no, no,..., I have a better idea. What about if we try to catch the attention of that U.F.O. so they take us down to the floor?

**SHEP:** What are you talking about? Where is the U.F.O.? There is not such a thing around here; that was just a "birrrrrrrrrrd"!

**SANDRA:** Hmm... now I understand why he was looking at those birds with that happy face. Hahahhahah.....

**MARGARITA:** Hey, Mark, we are on top of a tree. What is wrong with you?

**CURLY:** Come down, come down. Don't get mad at him. Can't you see he has hit his head with a coconut and he is just ....? (Curly makes a round movement with his finger trying to communicate that Mark is temporarily crazy).

**NARRATOR:** Mark starts barking. Puff, puff, puff....

**SHEP:** Look at that. Now he is pretending to be a dog.

**SANDRA:** Oh, oh,..., what about if he feels like jumping and ....?

**PEER MEDIATOR:** Oh, my goodness. This is serious. He is moving too much. He may fell down.

**SHEP:** O.k. I got it. Let's try to pretend to be a cat so we scare him, he freezes and he does not move any more. Come on, let's do it. Meow, meow,..

**MARGARITA:** Yes. I like the idea. We are going to laugh a lot as soon as he falls to the floor. Hhahahahhaa....

**NARRATOR:** Mo angrily disagrees,

**MO:** "Don't be foolish. He is our friend. We need to take care of him. We need to help him. Let's wait a couple of minutes for him to recover and when he is ready we will just jump!"

**NARRATOR:** Once again, the friends are having a conflict and none of them seem willing to work it out.

**NARRATOR:** PEER MEDIATOR gives a loud shrill whistle to get her friends' attention. She says,

**PEER MEDIATOR:** "This arguing is ridiculous! First you argued about where to go on our bikes, and now you are arguing about how to get down from this tree. We've got more important things to do, like finding our way home! So, what about if we (1) **FLIP A COIN OR DRAW A STRAW?**



**Conflict Management Skills. Group 2. TAKE TURNS**Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

**Reading 2. TAKE TURNS. Group 2.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"

(When you have to perform, in front of the whole class, you will start your role play right after this line).

@@

**NARRATOR:** Suddenly MARK wakes up and says:

**MARK:** What? We are on top of a tree. Where do you think we are going to find a coin or a straw? Did you hit your head with a coconut, too?

**NARRATOR:** Everybody laughs hysterically after he makes that comment. And they say:

**CURLY:** Hey, it is great to have you back.

**MARGARITA:** Well, I bet the difference. Now we are not going to have fun with him any more. Well, I can always hit him again and ...

**MO:** Come on, Margarita, try to be nice.

**MARGARITA:** And you think that trying to have fun is not being nice? What a wet blanket you are.

**MO:** O.k. Margarita. Let it be.

**MARGARITA:** Yes, you are right. I will stop that joke. Mark we thought we were going to have to slap you on the face or bring the whole zoo here so to scare you and .... Hahhahahahah....

**MO:** Margarita.... Please....

**SHEP:** Mark I was thinking we were going to have to leave without you and just let you here enjoying those birds.... Hahhahahah....

**MARK:** (With an ironic voice says) Yes, that was so funny Shep.

**SANDRA:** Come on guys. Let's stay cool. We are friends. We know better than calling each other names. And, now, you MARY - peer mediator - come on, what is that of flip a coin? Please, focus,...

**PEER MEDIATOR:** Oops, you are right. I am sorry. O.k., now I got it. Each of you picks a coconut. We'll crack them open and see whose has the most milk. We'll let that person decide on a safe way to get down. This way everyone has an equal chance."

**NARRATOR:** Your friends agree, and each one picks a coconut.

**CURLY, MARGARITA, SHEP, MO, MARK, SANDRA:** Pick a coconut.

**NARRATOR:** Curly's has the most milk. He decides you should all climb down one at a time. His plan works! They all are so happy that start singing:

**CURLY, SHEP, MO, MARGARITA, MARK, PEER MEDIATOR, SANDRA:** "If you're happy and you know it clap your hands, if you are happy and you know it jump three times, if you are happy and you know it touch your nose, if you are happy and you know it dance with me..."

**NARRATOR:** They are all laughing and cannot stop. They try to stop but everything seems funny. After an hour of laughter, they feel exhausted and sit down. PEER MEDIATOR says,

**PEER MEDIATOR:** "You know we could solve our conflict about where to go on our bikes if we (2) TAKE TURNS. If we find our way home, we could go to the shopping mall today, to the carnival tomorrow, to the movie theater the next day and to the beach on the fourth day."

**NARRATOR:** Everybody agrees to take turns. Shep says,

**SHEP:** Yes, you are right. As soon as we get out of the jungle we will take turns to go to all the places that we like. We won't fight never again. We will flip a coin or draw a straw when we have many things that we could do or we would take turns and do what everybody wants to do. The most important thing is that we are friends and we want to have fun, right?

**PEER MEDIATOR:** Wow... I can't believe what I just heard. Are you sure you did not hit your head with a coconut too?

**NARRATOR:** Everybody laughs after that.

**SANDRA:** I like that idea of taking turns. Many times my mom wants to do a thing and my father does not want to do it and ... I think that I am going to tell them, as soon as I get home, that there is no need to fight over doing one thing or another, maybe we can do what my mother says one day and what my father says the next day. We could also flip a coin to find out what are we going to do first - my mother or my father's choice -.

**MARGARITA:** Yes, I agree with you Sandra. I think it is a great way of solving a problem. I think I could use it with my brother and sister. Sometimes we fight over silly things and I get really sad because I don't like to be mad. I will tell my parents about it so they can remind us when we have a problem and we do not know how to solve it.

**MO:** O.k. great idea. Probably I will tell my parents too. But you know what? Right now, we are in the jungle and I am hungry. Are any of you hungry? I'm starving!



### **Conflict Management Skills. Group 3. AGREE TO DISAGREE.**

#### Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

### **Reading 3. Agree to disagree. Group 3.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"



**NARRATOR:** One more time they start to disagree. The only one who does not seem to care is PEER MEDIATOR. So, she says:

**PEER MEDIATOR:** Hey, guys, come on. I don't want to start a fight again. It is evident that we are not going to agree on what is the best food to eat; so, what about if we (3) **AGREE TO DISAGREE?** This is; we all respect other choices and every one eats what they want without making negative comments on other's food. Does it sound good to you?

**SHEP:** Sure. Agree to disagree. It sounds cool.

**SANDRA:** I think I am going to use this strategy when I get home. I can think of a lot of times when I could use this way of solving problems with my brother. He always wants to convince me that 50 cents is the best singer but I prefer Rebelde. You cannot even imagine how many times we have fought over that. Now I see that we were just being stubborn and not getting any place. Now, I understand that in order not to fight with my brother I am going to let him think that 50 cents is the best and I will continue thinking that Rebelde is the best. I will tell him that we are going to agree to disagree.

**CURLY:** it seems like a good idea. How is this that I never thought of it before? Agree to Disagree. Yes, I think I could also use it with my brother. I think that I am going to write it down so I never forget about it.

**MO:** Now .... Let's decide where to sit and eat.



**Conflict Management Skills. Group 4. AGREE ON A TOTALLY DIFFERENT IDEA.**

Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

**Reading 4. AGREE ON A TOTALLY DIFFERENT IDEA . Group 4.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"



**CREATURES:** "Boo kila may, zimbo zay,"**NARRATOR:** Boo kila may, zimbo zay means, "Hey, you guys, we're not very tasty. Let's see if you can (4) **AGREE ON A TOTALLY DIFFERENT IDEA** for what to eat." The creatures keep licking their chops and rubbing their bellies. Then, Peer Mediator says:

**PEER MEDIATOR:** "You don't want to eat us! Have you ever tried coconuts? Or,...(PAUSE THINKING) how about bananas?"

**NARRATOR:** Peer mediator throws a few bananas and coconuts to the creatures.

**PEER MEDIATOR:** Throw a few bananas and coconuts to the creatures.

**NARRATOR:** Peer mediator peels a banana and demonstrates how to eat that, too.

**CREATURES:** Look confused.

**NARRATOR:** The CREATURES don't seem to know what to do with them. Peer Mediator cracks open a coconut and shows them how to drink the milk and eat the coconut meat.

**PEER MEDIATOR:** Cracks open a coconut and shows them how to drink the milk and eat the coconut meat.

**NARRATOR:** The creatures look puzzled. Finally, one of them tries a banana. A big smile spreads across her face. The others try the bananas and coconuts. They love them! They agreed on a totally different idea; this is, they decided to do something completely different from what they thought at the very beginning.

Suddenly they run toward PEER MEDIATOR and hug her. They pick her up and start dancing with her. (They also pick up your friends who are still lying on the ground.) They carry them to a cave at the top of a mountainside. Now, the creatures have enjoyed the seven friends so much that they want to kidnap them. They need to come out with a plan.



**Conflict Management Skills. Group 5. COMBINE IDEAS.**Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

**Reading 5. COMBINE OUR IDEAS. Group 5.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"

**PEER MEDIATOR:** "We're being watched!" (Peer mediator looks at the rest of the audience. Her face shows that she is really scared).

**NARRATOR:** All of them start to walk backwards slowly to get away from the beady eyes. All of a sudden, 8 strange looking creatures come walking out of the bushes. Mo, Shep, Curly, Margarita, Sandra and Mark all faint. PEER MEDIATOR stands there frozen as the creatures walk toward her. When the creatures are about five feet away, one of them says,

**CREATURE ONE:** "Wi walla bo tamra zoopa zoppa lubo."

**NARRATOR:** Even though PEER MEDIATOR normally doesn't speak that language she suddenly knows that it means, "Please come with us. We want to have you for our dinner." They need to come out with a plan.

(When you have to perform, in front of the whole class, you will start your role play right after this line).

@@

**SHEP:** "Pretend we're asleep."

**NARRATOR:** Curly whispers

**CURLY:** "No, let's run away."

**NARRATOR:** Mo says,

**MO:** "Let's try to tickle them and when they are exhausted from laughing we tie them to the rocks and we take control of the cave."

**NARRATOR:** With a sarcastic voice Mark says,

**MARK:** Yes, Mo, great idea. Who do you think you are, Tom Cruise in Mission Impossible four?

**NARRATOR:** Margarita frightened says,

**MARGARITA:** Wow... this is getting serious; they are getting to like us way too much.

**NARRATOR:** Sandra says,

**SANDRA:** What about if we start fighting again so they see that we are not as nice as they think we are?

**NARRATOR:** Mo, Shep, Mark, Margarita, Sandra and Curly are arguing again about what to do. PEER MEDIATOR can't believe it!

**PEER MEDIATOR:** O.k. What about if we (5) **COMBINE OUR IDEAS**? This is my proposal; first we entertain them simulating a fight and we make them laugh, later we pretend we are asleep and, finally, when they are asleep we run away. What do you have to say of that?

**MARK:** Yeah, that is great.

**MO:** How did I not come out with that idea before?

**SHEP:** O.k. so, what about if we try to figure out now the way to get back home?



### **Conflict Management Skills. Group 6. FIND A MEDIATOR**

Steps to do this activity:

1. First, read your section of the story about Conflict Mediation.
2. Think about a situation where you have used this skill and fill out the answer sheet using the cooperative strategy *4 S Brainstorming*.
3. Think about a short summary for this section. Ask yourself: "How could I explain this way of solving a conflict to the rest of my partners in the class?"

### **Reading 6. FIND A MEDIATOR. Group 6.**

**NARRATOR:** It's a summer morning. There are seven friends riding bikes. Mary (also called PEER MEDIATOR), Curly, Margarita, Shep, Mark, Sandra and Mo. PEER MEDIATOR feels happy to be outside with them. PEER MEDIATOR really doesn't care where they ride. But, her seven friends are disagreeing about where to go. Each one wants to go to a different place. Curly wants to go to the carnival, Shep wants to ride to the shopping mall, Mo insists on going to the movie theater, Sandra wants to go to the river, Margarita wants to go to the ice cream store and Mark wants to go to the beach. Before they know it, everyone is upset. PEER MEDIATOR is thinking to herself,

**PEER MEDIATOR:** "Oh, come on! Why don't they work this out so we can enjoy the day?"

**NARRATOR:** Before PEER MEDIATOR has a chance to say anything, their bikes suddenly go flying into the sky. None of them can believe their eyes! They keep flying higher and higher into the air. First, they go over the tree tops. Then, they go even higher. They are almost to the clouds! When they reach the clouds they all start falling very quickly to the ground. Everyone is screaming and yelling. They are falling, falling, falling. Suddenly, they start floating very slowly and they land on top of a palm tree. PEER MEDIATOR looks around and sees that her friends are in the palm tree with her. Everyone looks relieved and starts to laugh. Finally PEER MEDIATOR says,

**PEER MEDIATOR:** "I think we're in a jungle in the Congo. How will we get down from this tree?"

(When you have to perform, in front of the whole class, you will start your role play right after this line).

@@

**SHEP:** O.k. so, what about if we try to figure out now the way to get back home?

**MO:** That's fine. I agree. Let's ride our bikes till we see a sign that says: "This is the way home".

**MARK:** Oh, my God. Again. Come on; don't tell me that you hit your head again. Where do you think we are going to find such a sign? Have you forgotten that we are in the Congo?

**CURLY:** I propose.... Hmm... I can't really think about anything.

**SHEP:** Then, if you can't think of anything why don't you .....

**MARGARITA:** Hey, Shep, please, we said we were going to try to stay cool. We have just found out five ways of solving a problem (1) flip a coin or draw a straw; (2) take turns; (3) agree to disagree; (4) agree on a totally different idea and (5) combine ideas. I think this experience is making us a lot smarter. Now we know how to solve problems without fighting; so, don't go back to the way we were behaving before. I like to get along with all of you and to have fun.

**NARRATOR:** In a few seconds everybody is disappointed again.

**PEER MEDIATOR:** O.k. let's be calm. Margarita is totally and completely right. Let's avoid fighting again. Don't forget that we are friends and we need to respect each other's ideas. We have learned that, right? What about if try to find to find somebody else? What about if we (6) **FIND A MEDIATOR?**

**SHEP:** A mediator? What is that?

**PEER MEDIATOR:** A mediator is a negotiator who acts as a link between parties. A mediator is a person who listens to the different points of views

of the people who are having a problem and helps them to come to an agreement.

**MO:** Ah, I think I know what it is. I remember one time that I had a problem with SHEP. The principal listened to both of us and then she told us what the best solution to the conflict we had was.

**SHEP:** I think I know what it is too. I remember one time when I had a fought with my brother. My mom came by and she listened to both of us. Finally she gave us advice in how to solve the problem without me hitting my brother.

**MARGARITA:** Yes, I also remember one time when I helped Sandra to solve a problem with her sister. We were about to go to the concert of Rebelde and they both wanted to wear the same dress. I finally convinced them to wear something totally and completely different. We made it to the concert and we had a great time. I love Rebelde. They are so cool.

**CURLY:** Also Mary has been our mediator. She has always been trying for us to avoid fighting and use our brain. What a great friend that we have.

**MARK:** I like the idea of Finding a Mediator. Now, we only need to find one. Who do you propose PEER MEDIATOR?

**PEER MEDIATOR:** I suggest.... Hmm... let's call the presenter of the play; maybe he can help us.

**PRESENTER:** That was a great idea. You all agreed on stop the fight and try to find a good way of solving the problem without fighting. You all have made an incredible progress since you came to the jungle. I am going to help you now by telling you that the best way of getting out of here is just using your brain and putting into practice all the great strategies that you have learned since you got in the Congo. Those six ways of solving a problem that you learned today were:

- **1. FLIP A COIN OR DRAW A STRAW:** When you decide to solve a conflict by: 1) Using a coin: each person chooses a side of the coin - heads or tails-; you flip the coin and let it fall on the floor; the one

to win is the one who picked the side that faces up. 2) Using straws: You previously decide on what size of the straw will be the winning one (largest / shortest) after that, each person draws a straw.

- **2. TAKE TURNS:** When people decide to solve a conflict by doing the thing that person A wants do first and doing the thing that person B wants do in the second place.
- **3. AGREE TO DISAGREE:** When you respect the position of somebody else but continue thinking the way you do about something in particular.
- **4. AGREE ON A TOTALLY DIFFENT IDEA:** Come out with a new idea.
- **5. COMBINE OUR IDEAS:** When people mix their ideas in order to solve a conflict and get what they want.
- **6. FIND A MEDIATOR:** When people look for somebody who would listen to the people who are involved in a conflict and will act as an intermediary to solve the disagreement.

If you work together, and use those strategies, you are really going to find not only your way out of the jungle but also your road to success in every aspect of your life. So, review all of them, reconsider the problem that you have and.....

**NARRATOR:** Shep, Peer Mediator, Mark, Margarita, Sandra and Mo laugh. **PEER MEDIATOR** looks around and sees that she is in her very own bedroom. Everything was a dream but now she knows how to help her friends if they ever have any kind of disagreement.



**Activity: “Choose among Narrative, Expository and Persuasive essay formats to write about solving a conflict”.**

First, you will review the six ways of solving a conflict. Read the page the teacher has given you with the definitions and examples of each of them.

Second, you will choose one of the formats (narrative, expository or persuasive) to create your composition. Remember that, in spite of the format that you choose, your composition must have: 1) Hook; 2) Introduction: where you give a specific preview of the main points you are going to talk about; 3) Paragraphs: where you describe, in detail, each of your points; 4) Conclusion: which may contain a restatement of points of the introduction with an ending hook. (See your checklist so you make sure you have included all these points).

**1) Narrative:** Talk about one time when you have used one of these conflict management strategies to solve a conflict. Remember this is something that really happened to you; that is why it is called ‘Personal Narrative’.

Think about: 1) Who were you with? 2) Where were you at? 3) When did it happen? 4) What happened? 5) Why did it happen? (See ‘Personal Narrative’ format below).

Ex. A week ago, I was with my parents. They were having an argument. Yes, believe or not, adults also have conflicts that we can help them solve! They could not agree on what restaurant to go to. I decided to act as the mediator. I listened to both of their points of view and finally we agreed on going to another restaurant that had food that we all like. We ended up with our stomachs pretty full and a lot of laughs on the way back home.

**2) Expository:** Describe how to use Conflict Management Skills in order to solve a conflict. Here you will be mainly describing the processes involved; you can delineate your own set of steps to be followed in order to use any Conflict Management Strategy. You could use the compare and contrast format in order to describe situations where people use their Conflict Management Skills vs. those situations where these skills are not used. (See ‘Compare and Contrast Expository’ format).

Ex. Mediators know how to handle situations in a way that both parties benefit from the final outcome.

**3) Persuasive:** Convince somebody or defend the idea of using Conflict Management Skills in order to solve a conflict. You should use cause and effect to talk about the pros and cons of using these strategies.

Ex. If you do not use any type of Conflict Management Skills you end up yelling and screaming at your BFFs for the silliest reasons. Later on you regret saying most of the things. However, when you use these strategies your friendship with somebody becomes stronger since that person can see how you are willing to ‘give and take’ when the situation so requires.



## LESSON NUMBER: 50

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(1). Ideas Trait.

➤ **CONTEXT:**

“List your ideas for 3 different narrative, expository and persuasive essays.”





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (1) Ideas Trait.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “List your ideas for three different narrative, expository and persuasive essays.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development; Art.

**LESSON NUMBER:** 50

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to identify the main idea of four different paintings.
- Students will be able to understand the ideas trait.

**1.2. Language Objectives:**

- Students will be able to set up the main idea for a future essay.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Stand and share; 1.3. Storytelling; 1.4. Share and Compare. 2. Modeling; 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* 1) Can you explain, in your own words, one of the components of Interpersonal Intelligence? 2) What is a Narrative Essay; Expository Essay and Persuasive Essay? 3) Can you provide an example of

one time when you will use the Narrative Essay format / Expository Essay Format / Persuasive Format? 4) Can you tell what are going to be the benefits of using your Interpersonal Intelligence Skills when working with others?

✓ Student Self-assessment:

☞ **Introductory Activity:** “What is the main idea of this painting?”

☞ **Cooperative Strategies:** *Discussion; Stand and share.*

☞ **Description:** Teacher will make it interesting by:

➤ Showing students four different paintings. They will have to guess what the main idea the author is trying to communicate is.

- 1) First, teacher will provide each team with a copy of the 4 different paintings. Teacher will invite students to discuss, with their team mates, what the right answer is.
- 2) Second, teacher will select a picture and will invite everybody to stand up and share with the rest of the class. The procedure to share will be as follows: 1) Everybody stands up; 2) Teacher invites a person to tell the rest of the class what their choice was (each picture has 4 choices: a, b, c, d); 3) Those who agree sit down; those who disagree (continue standing up) will share with the rest of the class what their choice was.
- 3) Repeat this procedure until the 3 different pictures have been discussed.
- 4) Teacher should explain students that when we are writing something we also want to communicate a ‘MAIN IDEA’ and we need to stay focus on it along the text.

- 5) Answers: Clue: The length of the different choices gives away the answer. 1) The Scream: a; 2) The Melting Clocks: d; 3) Guernica: c.; 4) Starry Night: d

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we will learn what the “Ideas” trait is. *“Ideas make up the content of the piece of writing – the heart of the writing”*. Culham, R. (2003: 11).

Teacher will also ask some questions to make sure students understand:

1. Could you give me an example of one time you said: “I have an idea”?
2. When you are in front of a blank piece of paper, do you have many ideas of things you would like to write about?
3. If you have several ideas in your mind, do you know how to select one in particular?
4. Do you know how to narrow an idea and focus on just one thing?
5. Do you know how to elaborate that idea and give details about it?

Teacher will also use a video from united streaming to explain the meaning of “Ideas”.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you would be able to tell me what an “Idea” is in your own words.

☞ A.3. Why is this important?

It is important to be able to have a topic to write about whenever that you feel like writing.

☞ A.4. What are the students going to do?

Today you are going to write three different ideas for three different essays. You will do that using the shape of a flower.

***B. Teacher will model the activities.***

Teacher will draw a flower (preferably a daisy) on the overhead or blackboard. Teacher will invite students to tell him/her about something she could write about. As a whole group, they will decide on three main ideas (one different idea for each one of the three narrative, expository and persuasive essays). The teacher will write the main idea on the centre of the flower. Teacher will invite students to talk about all the supporting details that should appear on those compositions. Those details will be written on the surrounding petals of the flowers.

### ***C. Students Practice.***

☞ **Activity:** “List your ideas for three different narrative, expository and persuasive essays.”

☞ **Cooperative Strategies:** Storytelling, Share and Compare.

☞ **Description:**

- 1) First, students will be working independently filling up their flowers with the main ideas and the supporting details. (Teacher will invite students to draw flowers like the ones the teacher previously drew during the modeling).
- 2) Second, students will tell their stories to their teammates using the cooperative strategy Storytelling (students tell a story to their partners)
- 3) Third, students will share and compare their flowers with the ones of their partners. Students will discuss in their groups what details could be included or deleted.

### ***A. Repeat overall big picture of what students were supposed to learn.***

“Ideas make up the content of the piece of writing – the heart of the writing”. Culham (2003: 11).

### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

A) Can you tell me one of the ideas that you have for your next essays?

### ***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Inventions. See below.

☞ Game:

*Octopus (active)*

Players (fish) are at one end of the hall, inside defined limits. The octopus lives in the ocean inside the limits. The octopus tells the fish that they can cross the ocean by saying "Fish, fish come swim in the ocean". At this signal the fish try to cross over to the other side. The players who are touched by the octopus must stop moving and become tentacles of the octopus

***D. Inform students of topic of next lesson.***

"In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Organization Trait"

.....

**4. Assessment:**4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***➤ 1. Knowledge

- ✓ 1. Can you explain, in your own words, what is the main idea of an essay?

➤ 2. Comprehension

- ✓ 1. Can you provide an example of one time when you have developed a particular idea in a Narrative Essay format / Expository Essay Format / Persuasive Format?
- ✓ 2. Can you tell what are going to be the benefits of focusing on a main idea in your essays?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from developing a 'Main Idea'.

➤ 4. Analysis

- ✓ 1. What are the similarities and differences between 'Main Idea' and 'supporting details'?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what is 'main idea'?

➤ 6. Evaluation

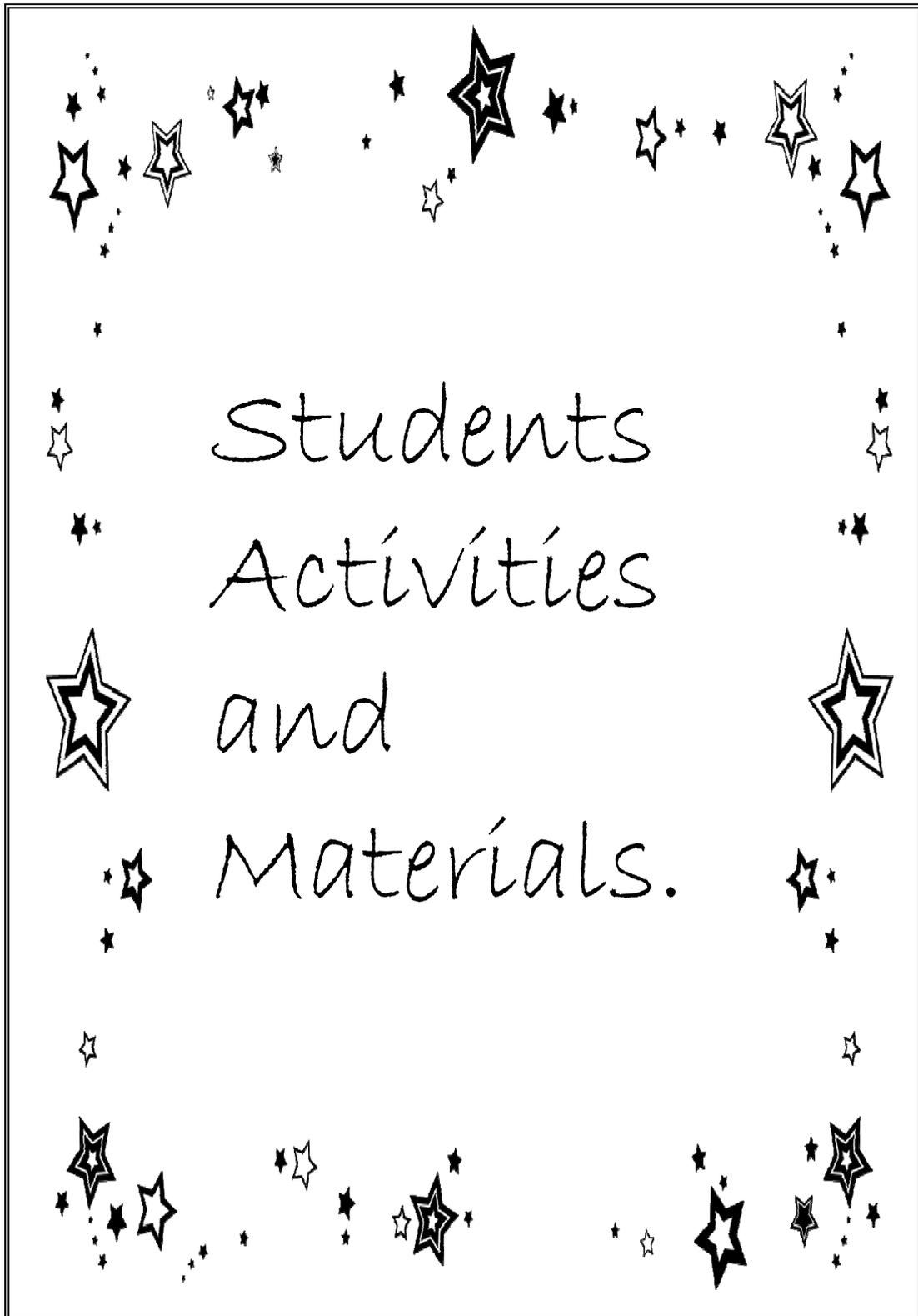
- ✓ 1. Do you think becoming an expert in narrowing your ideas is going to help improve your essays?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

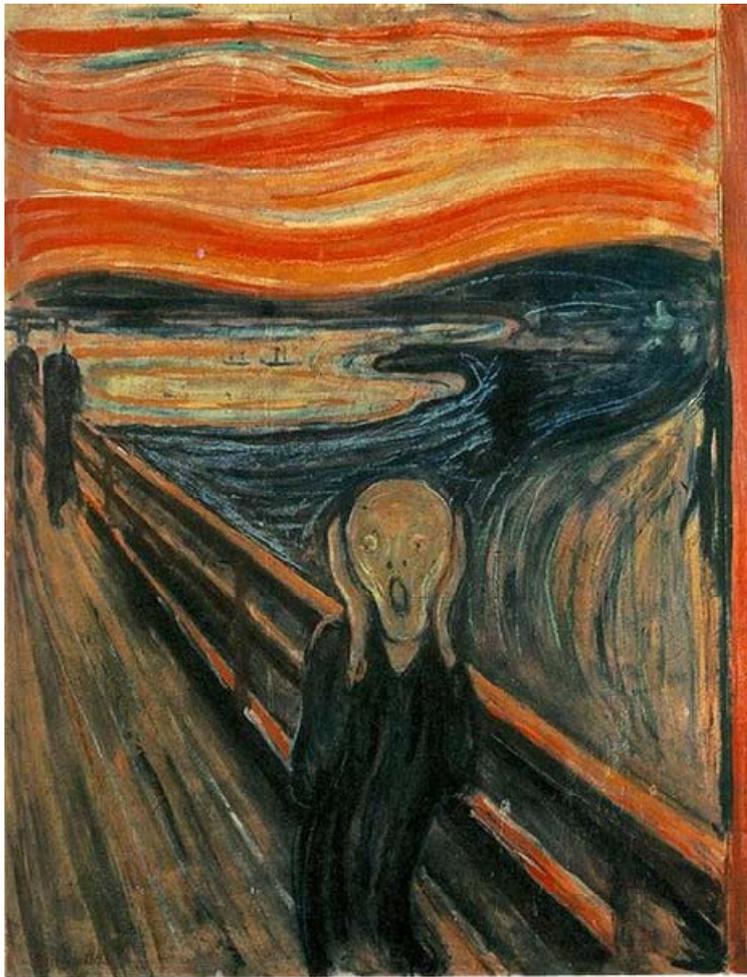
4.2.2. **Ideas Scoring Rubric.**



Students  
Activities  
and  
Materials.

**Introductory Activity.**

What do you think is the main idea of this painting? (1)



**Title:**  
THE SCREAM  
**Artist:**  
Edvard Munch  
**Nationality:**  
Norwegian  
**Year**  
1893  
**Type:**  
Oil, tempera, and  
pastel on  
cardboard  
**Dimensions:**  
91 cm × 73.5 cm  
(36 in × 29 in)  
**Location:**  
National Gallery,  
Oslo

The main idea of this painting is:

- a) The author is feeling sad, depressed, miserable, etc.
- b) The author is talking about one day he went for a walk.
- c) The author is drawing an alien coming to the earth.
- d) The author just drew this picture but it has no meaning to him.

MARIA ISABEL GARCIA GARRIDO

What do you think is the main idea of this painting? (2)



**Title:**  
THE  
PERSISTANCE OF  
MEMORY or  
MELTING  
CLOCKS.  
**Artist:**  
Salvador Dali.  
**Nationality:**  
Spanish  
**Year**  
1931  
**Type:**  
Oil on canvas.  
**Dimensions:**  
24 cm × 33 cm  
(9.5 in × 13 in)  
**Location:**  
Museum of Modern  
Art, New York City

The main idea of this painting is:

- The author likes to collect 'weird' pocket watches.
- The author is talking about how pocket watches can melt when exposed to high temperatures.
- The author is drawing watches when he is in a desert and feeling very hot.
- An interpretation of this is that things that appear strong and always purposeful come to a point where they fade away and become somewhat useless.

MARIA ISABEL GARCIA GARRIDO

What do you think is the main idea of this painting? (3)



**Title:** GUERNICA

**Artist:** Pablo Picasso

**Nationality:** Spanish

**Year:** 1937

**Type:** Oil on canvas

**Dimensions:** 349 cm × 776 cm (137.4 in × 305.5 in)

**Location:** Museo Reina Sofia, Madrid

The main idea of this painting is:

- a) A bull has killed many people.
- b) A horse has gone wild and has killed many people.
- c) *Guernica* shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians.
- d) The author just drew this picture but it has no meaning to him.

MARIA ISABEL GARCIA GARRIDO

What do you think is the main idea of this painting? (4)



**Title:** STARRY NIGHT

**Artist:** Vincent Van Gogh.

**Nationality:** Dutch.

**Year:** 1889

**Type:** Oil on canvas

**Dimensions:** 73 cm × 92 cm (28¾ in × 36¼ in)

**Location:** Museum of Modern Art, New York City

The main idea of this painting is:

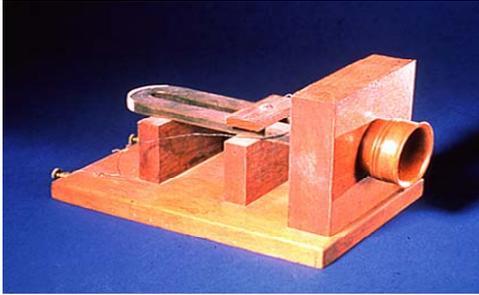
- a) A city at night.
- b) A lost 'city'.
- c) Love for the color blue.
- d) Starry Night reflects the pain of the artist. The vigorous strokes, the lively colors of the stars and the dark blues and blacks of the night reveal the want of a desperate man for hope. Starry Night portrays the battle between a man and his concerns.

MARIA ISABEL GARCIA GARRIDO

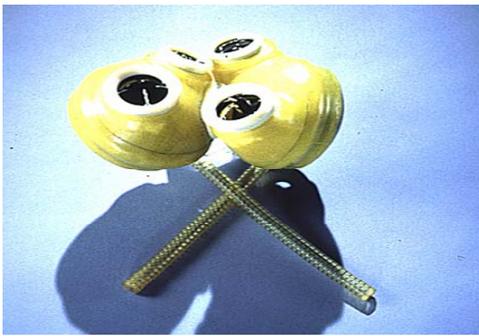
**Interesting Fact.**

## INVENTIONS

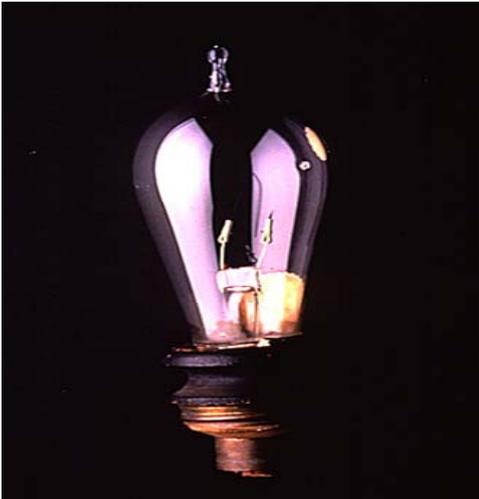
All inventions come from an idea. These are some of them:

**Phone Box:**

Alexander Graham Bell was experimenting with telegraph instruments in the early 1870s, he realized it might be possible to transmit the human voice over a wire by using electricity. By March 1876 he made a transmission, but the sound was very faint.

**Artificial Heart:**

Dr. Robert K. Jarvik had developed the heart during the late 1970s, working with many other researchers. It consists of two ventricles (the heart's lower chambers) with air chambers and six titanium valves. It attaches to the patient's natural auricles (the heart's upper chambers).

**Light Bulb:**

Thomas Edison developed a practical light bulb toward the end of 1879. In 1880 he designed this version, the first to have all the essential features of a modern light bulb--an incandescent filament in an evacuated glass bulb with a screw base.



## LESSON NUMBER: 51

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(2). Organization Trait.

➤ **CONTEXT:**

“Create a short narrative, expository or persuasive essay.”





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (2) Organization Trait.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Create a short narrative, expository or persuasive essay.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 51

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to understand the organization trait.

**1.2. Language Objectives:**

- Students will be able to identify the order of events in a story.

- Students will be able to create a short narrative, expository or persuasive essay that shows proof of understanding the organization trait.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Discussion; 1.2. Numbered Heads Together, 1.4. Storytelling; 1.5. Mix-Pair-Discuss; 2. Modeling; 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* 1) Can you explain, in your own words, what is the main idea of an essay?; 2) Can you provide an example of one time when you have developed a particular idea in a Narrative Essay format / Expository Essay Format / Persuasive Format?; 3) Can you tell what are going to be the benefits of focusing on a main idea in your essays?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Sequencing.”

☞ **Cooperative Strategies:** *Discussion; Numbered Heads Together, Storytelling.*

☞ **Description:** Teacher will make it interesting by:

- Showing students 4 different picture cards that illustrate a story. They will have to guess what the right order is.
  - 1) First, teacher will provide each team with a copy of the 4 different picture cards. Teacher will invite students to discuss, with their team mates, what the right order for the cards is and what could be this story about. Teacher will tell students they have to use sentence connectors when describing the events. (Teacher will provide students with sentence connectors. See sentence connectors below)
  - 2) Second, teacher will request students to number themselves in their groups. (We recommend groups of 4 students. Therefore, they should number themselves 1-4).
  - 3) Third, using the spinner, teacher will select a number and will invite that person in the group to stand up and tell the whole class what they think the right order is.
  - 4) Fourth, once each group has shared, teacher will use the spinner again and will invite a person in each group (the number selected by the spinner) to stand up and tell the story their group created with those pictures.
  - 5) Finally, teacher will read out loud the story about the *Wasp and the Cannery* by Artie Knapp. Teacher will invite students to talk about the main similarities and differences between the stories they created and the one he/she just read.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

“Today we will learn what the “Organization” trait is. “*Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas*”. Culham, R. (2003: 11).

Teacher will also ask some questions to make sure students understand:

1. Could you give me an example of one time you said: “My room is a ‘mess’ I have to organize it”?
2. Let’s pretend we are going to the cinema. The machine breaks and you get different scenes that appear in a random order. Do you really enjoy or understand the movie? Why do you think this happens?

Teacher will also use a video from united streaming to explain the meaning of “Organization”.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you would be able to organize your essays in a more efficient manner.

☞ A.3. Why is this important?

When you organize your essays readers can understand what you are trying to communicate and they do not lose interest in reading your paper.

☞ A.4. What are the students going to do?

Today you are going to choose between narrative, expository and persuasive essay format. You will write two versions of your story; one organized and another disorganized. You will also illustrate your short story.

**B. Teacher will model the activities.**

First, teacher will invite students to select a format essay. Teacher could provide students with the following choices: 1) Narrative: a) My day at the park. B) My trip to ....; 2) Expository: a) How to make a ..... (cheesecake, omelette, etc). b) Qualities of good

parents. 3) Persuasive: a) Coming to school on time; b) Having sleepovers during school days. As a whole group, they will decide on what type of essay they want to write about.

Second, as a whole group, teacher and students will create a short organized story that uses sentence connectors and shows coherence and cohesion.

Third, as a whole group, teacher and students will write another version of this same story but completely disorganized.

Fourth, teacher will lead students into a discussion about the benefits of writing an organized story.

### ***C. Students Practice.***

☞ **Activity:** “Create a short narrative, expository or persuasive essay’.

☞ **Cooperative Strategies:** Mix-Pair-Discuss, Storytelling; Discussion.

☞ **Description:**

- 1) First, students will do their illustration of the story on a paper titled “Story Sequencing Pictures” (See below).
- 2) Second, students will write the organized version first and the disorganized version second. Moreover, teacher will remind students they have to use sentence connectors while linking their sentences or paragraphs. (See connectors below)
- 3) Third, students will share their stories with their classmates using the cooperative strategies Mix-Pair-Discuss, Storytelling and Discussion. In order to create more interest, we recommend students work with their partners as we did previously during the anticipatory activity; this is students will present the sequencing pictures and will ask their partners what the right order is. Next, they will tell the story.

### ***A. Repeat overall big picture of what students were supposed to learn.***

“Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas”. Culham, R. (2003: 11).

### ***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

A) Can you tell me one of the elements that you have used to organize your essay?

### ***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Professional Organizers. See visual.

Organization is something very important, not only in your writings but also in ‘every aspect of your life’. There are people who are professional organizers and help others organizing their personal or business spaces. Here you have some tips on how to organize your closet.

If you feel like learning more, on how to organize your home, you can click on the link that appears below. There, you could see episodes of the HGTV show “Mission Organization” where you can get professional advice and tips on how to organize your space. Who knows, maybe you feel like surprising your family to a super ‘organized’ home!

☞ Game:

*Octopus (active)*

Players (fish) are at one end of the hall, inside defined limits. The octopus lives in the ocean inside the limits. The octopus tells the fish that they can cross the ocean by saying "Fish, fish come swim in the ocean". At this signal the fish try to cross over to the other side. The players who are touched by the octopus must stop moving and become tentacles of the octopus

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Voice Trait”

.....

#### **4. Assessment:**

##### 4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

##### ❖ ***Bloom’s Taxonomy:***

###### ➤ 1. Knowledge

- ✓ 1. Can you explain, in your own words, what does it mean to have an organized essay?

###### ➤ 2. Comprehension

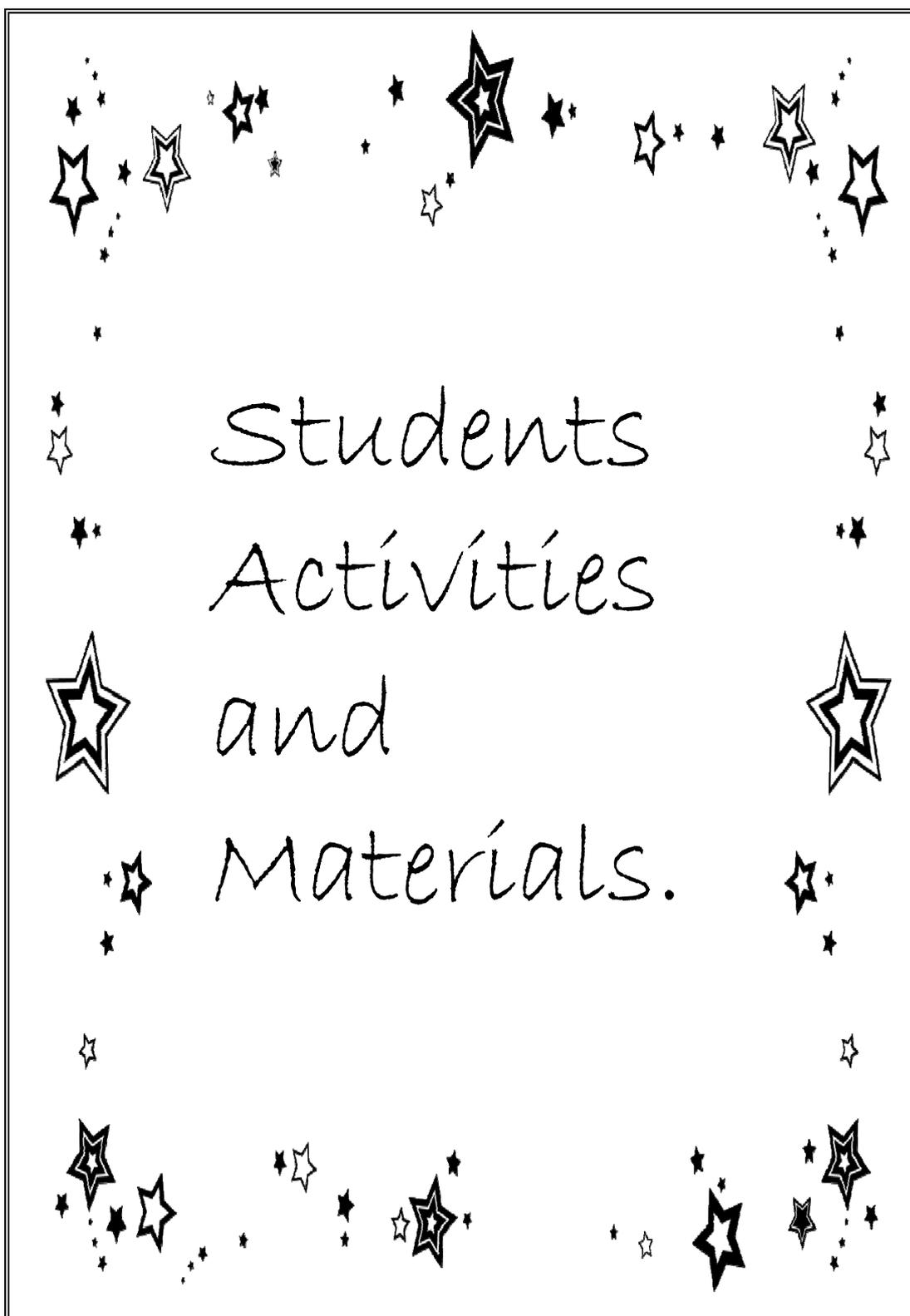
- ✓ 1. Can you provide an example of one time when you have read a story that was very well organized?
- ✓ 2. Can you tell what are going to be the benefits of organizing your essays?
  
- 3. Application
  - ✓ 1. Think about one situation when you think you would most likely benefit from the trait 'Organization'.
  
- 4. Analysis
  - ✓ 1. What are the similarities and differences between organizing a space in your house and organizing your essays?
  
- 5. Synthesis
  - ✓ 1. Could you create a short definition or a quick example that would help others understand what the 'Organization Trait' is?
  
- 6. Evaluation
  - ✓ 1. Do you think organizing your essays is going to make you a better writer?

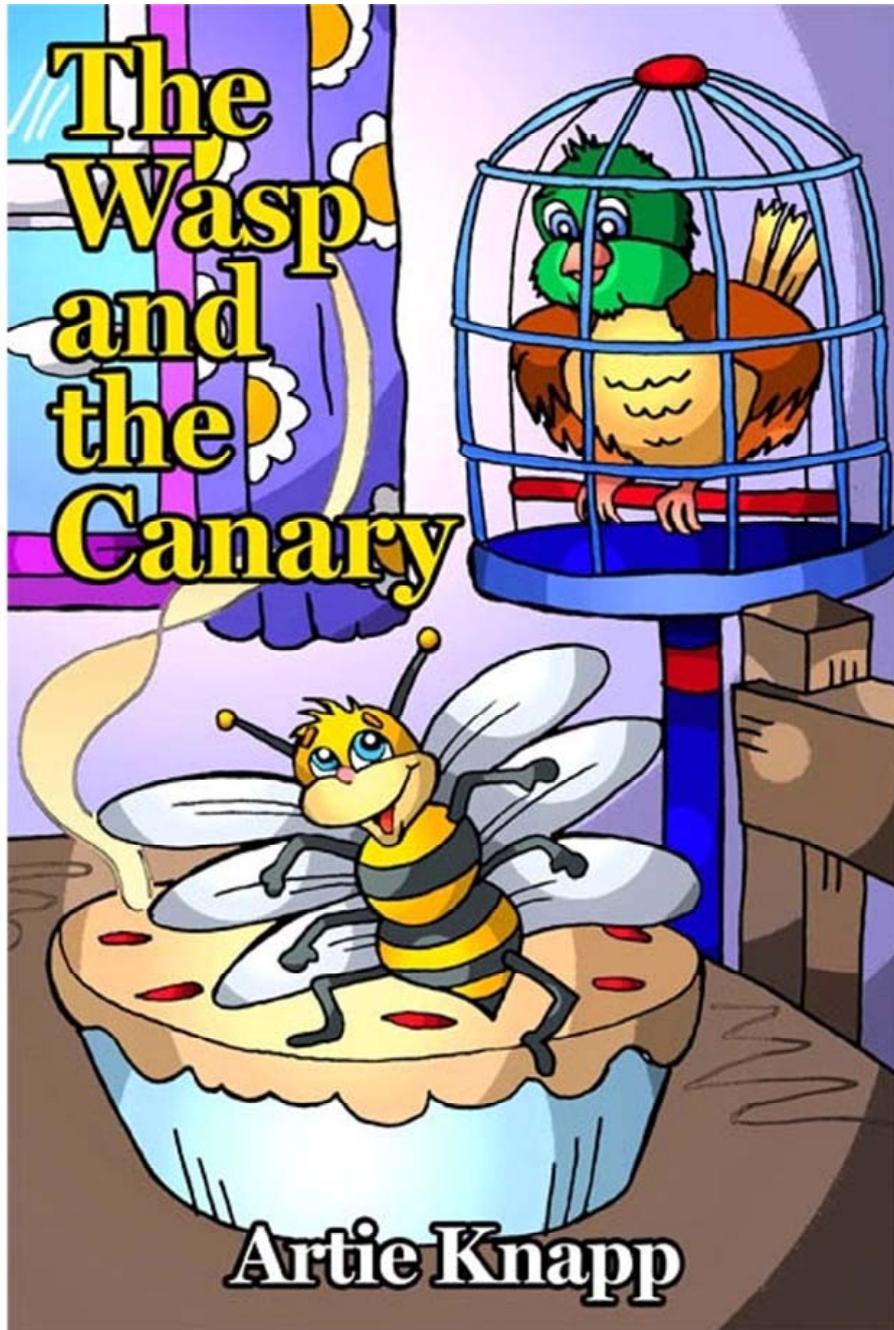
#### 4.1.3. *Student self assessment using Multiple Intelligences Theory.*

#### 4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Organization Scoring Rubric.**





## THE WASP AND THE CANARY (1)

Hello, Dexter here. I'm just your average ordinary neighborhood wasp. Before you go swatting me though, I think you should know that like everyone else, I too have a story to tell. At least afford me the opportunity to get something off my wings before you swat me with your flyswatter. Please?

It's late October and the first frost was a couple of weeks ago. The fact that I am still alive is lucky in itself. If it hadn't been for Mom building her nest in the Miller's garage, I wouldn't be talking to you right now.

The nectar is long gone on every flower in the region and the warm weather neighborhood social gatherings have long subsided. Those are usually great because of the pop cans. A drop of sugar from a can of soda is to us wasps, what Hershey's Kisses are to you humans. Things were going well for awhile, but then my usual stomping ground for feasting was taken away from me. Charlie Richards finally started putting the lid on his trash can. Times were tough.

One day a lucky situation came my way though, when Mrs. Jordan on Bexley Street left a fresh baked apple pie sitting on her kitchen table with the window open. I was beside myself with excitement. Just about the time I was ready to take my first bite of pie, a voice yelled out, "What do you think you're doing?"

## THE WASP AND THE CANARY (2)

The voice scared me so bad I thought I was going to lose my stinger. I looked over my wing but didn't see anybody. "I said, what do you think you're doing," the voice said again.

This time I looked straight up and there before me was the strangest looking canary you ever laid your eyes on. His entire body was brown and yellow except for his head which was dark green. Humans get teased if they accidentally put on two different colored socks in the morning; given that, maybe that's why he's in a cage in the first place I thought to myself. I suddenly felt a sense of compassion for this multi colored bird. I collected myself and said to the canary,

"I was just going to have a little taste of this pie."

"It's not yours to taste," said the canary.

"I'm sorry but I couldn't help myself," I said.

"Don't you have any food?" asked the canary.

"No sir," I replied. "The flowers are all dried up and it's slim pickings out there."

"Well, there is no shortage of food here for me," said the canary. "But every day it's the same ole thing: nuts, seeds, vegetables, fruits, herbs. After awhile the nuts and fruits can make you feel a little nutty and fruity. To make matters worse, every Tuesday my owners have relatives over for pizza. One of them is a little girl and when I ask for pizza, she always says back to me, 'Polly, want a cracker?' Every time I get asked that I cringe.

### THE WASP AND THE CANARY (3)

When they first bring you home from the store you expect it for the first couple of months. But day after day after day makes me want to wear earplugs," said the canary.

"Well, it sounds like we both have our problems," I said.

"Wait a second," said the canary. "I have an idea."

"What is it?" I asked.

"Why don't we each have some of the pie?"

"Fair enough," I said. "But you're in a cage, what's stopping me from just eating this all by myself?"

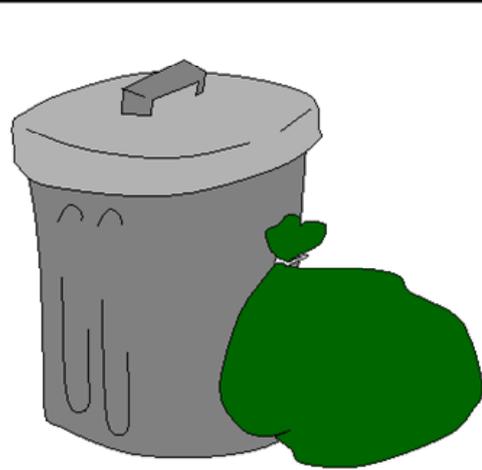
"I might be in this cage, but I know a lot of birds on the outside that would just fancy a nice little wasp like yourself."

I swallowed so hard it shook the canary's cage. "I see your point. Do you have napkins?"

"No," said the canary. "But I have fresh water in my cage you can help yourself to."

We ate, and we ate, and then we ate some more. The canary and I nearly stuffed ourselves silly with apple pie. A life-long friendship was formed that day, and I'll always be thankful to my friend. I plan on stopping by around Thanksgiving to say hi, and pumpkin pie is one of my favorites.

<http://www.dltk-kids.com/type/sequencing.htm>



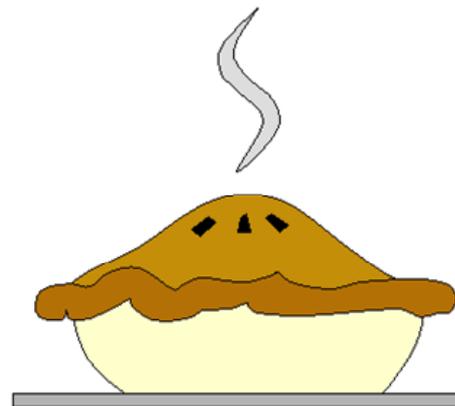
Charlie Richards started putting the lid on his trash can.



Dexter saw a strange looking canary.



The wasp and the canary shared the pie.



Mrs. Jordan left out a fresh baked apple pie.

**Activity: “Create a short narrative, expository or persuasive essay’.**

First, you will do the illustration of your story on a paper titled “Story Sequencing Pictures” (See below). You will also write a couple of short sentences that describe what is happening in that picture. You will use those sentences, later on, to create your story. Use this page as your visual graphic organizer.

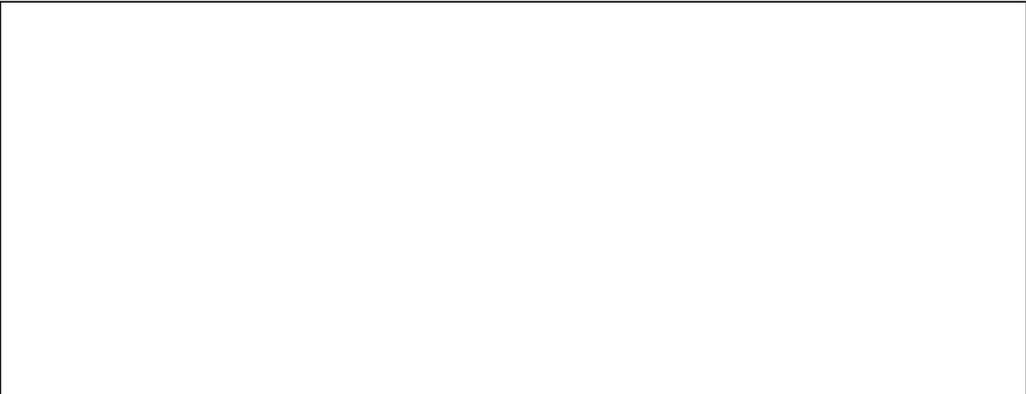
Second, you will write the organized version first and the disorganized version second. Do not forget to title your paper with the corresponding headings: a) “organized version” and b) “disorganized version”. Do not forget you will have to use sentence connectors while linking your sentences or paragraphs. (See connectors below)

Third, you will share your stories with your classmates using the cooperative strategies Mix-Pair-Discuss (you will walk around the room and mix with some partners to discuss the order of your sequencing pictures) and Storytelling (once your partner has guessed the right order of the pictures you will tell each other your stories. Do not forget you have to read him/her both stories (disorganized vs. organized). Finally, you will discuss with your partner why the organized version is better than the disorganized one.

**STORY SEQUENCING PICTURES (1)**

Name:.....

Title:.....



1. First; 2. first of all; 3. to start off with; 4. initially; 5. at the outset; 6. before all else; 7. in the first place; 8. originally; 9. to begin with, etc.

.....  
.....  
.....  
.....



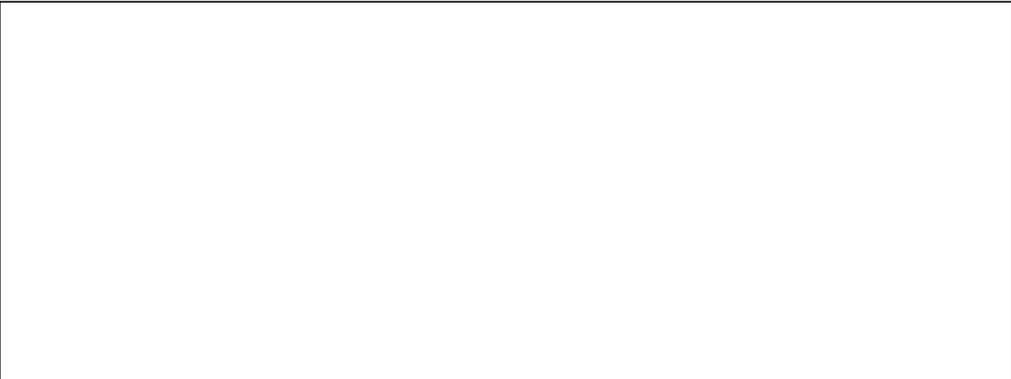
1. Second; 2. Then; 3. after that; 3. next; 4. as soon as/ When + full clause; 5... but then; 6. later; 7. before long; 8. afterward; 9. following; 10. immediately, etc.

.....  
.....  
.....  
.....

**STORY SEQUENCING PICTURES (2)**

Name:.....

Title:.....



1. Suddenly; 2. unexpectedly; 3. all of a sudden; 4. forthwith; 5. quickly; 6. unanticipated; 7. without warning; 8. out of the blue; 9. startlingly; etc.

.....  
.....  
.....  
.....



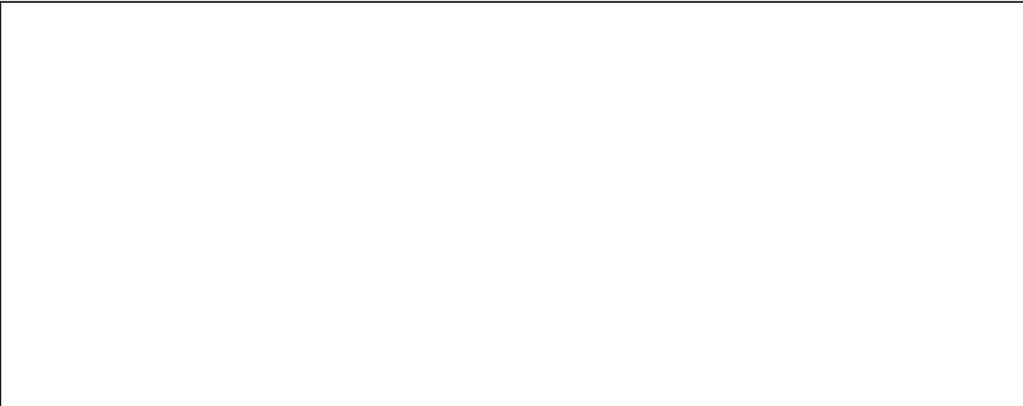
1. While; 2. during; 3. at the same time; etc.

.....  
.....  
.....  
.....

**STORY SEQUENCING PICTURES (3)**

Name:.....

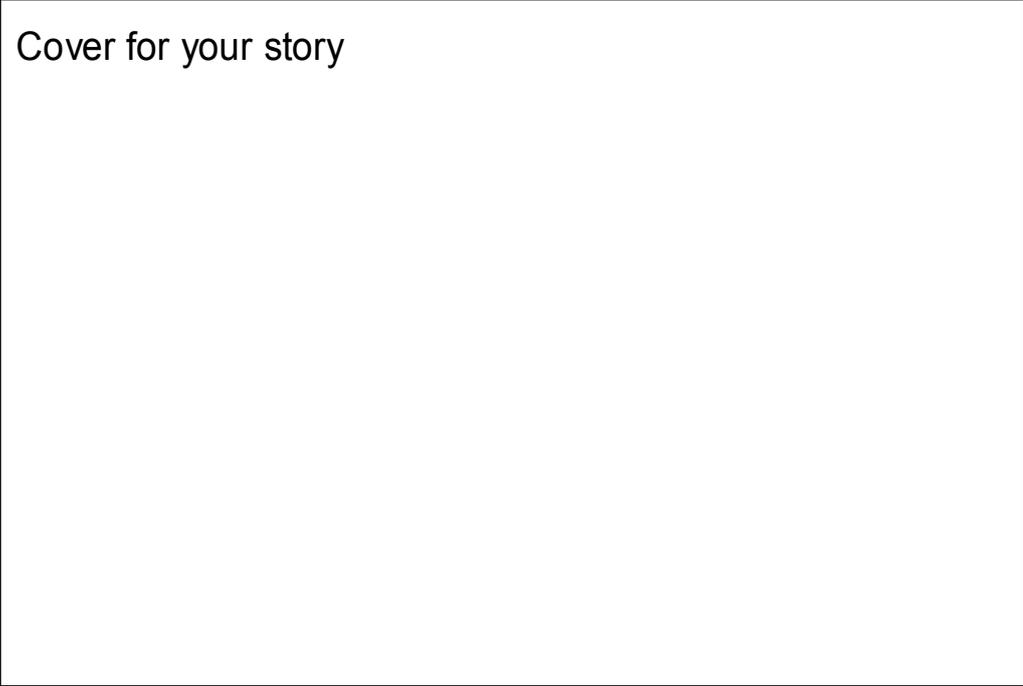
Title:.....



1. Finally; 2. in the end; 3. eventually; 4. lastly; 5. in the end; 6. in conclusion; 7. ultimately; etc.

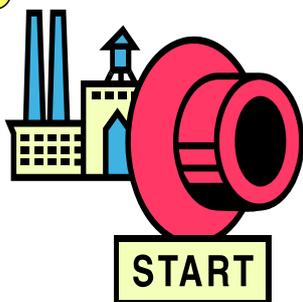
.....  
.....  
.....  
.....

**Cover for your story**



# CONNECTORS.

## Sequencing your ideas. (1)



### 1. BEGINNING

1. First; 2. first of all; 3. to start off with; 4. initially; 5. at the outset; 6. before all else; 7. in the first place; 8. originally; 9. to begin with, etc.

*Ex. Firstly, I began teaching first grade.*

*Ex. First of all, I came to the United States.*

*Ex. To start off with, I decided to move to Chicago.*

*Ex. Initially, I thought I would like teaching high school, ...*

### 2. CONTINUING

1. Second; 2. Then; 3. after that; 3. next;  
4. as soon as/ When + full clause; 5... but then; 6. later;  
7. before long; 8. afterward; 9. following; 10. immediately,  
etc.

*Ex. Then, I started to work as a teacher.*

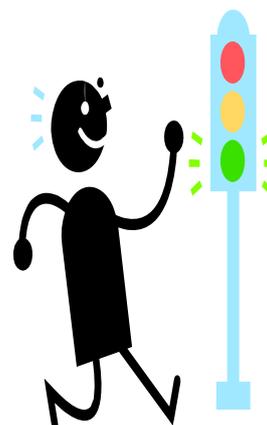
*Ex. After that, I realized I would stay in Chicago.*

*Ex. Next, I decided to study more.*

*Ex. As soon as I arrived, I liked the city.*

*Ex. I was sure I would enjoy teaching, but then I discovered I love it.*

*Ex. Immediately, I called my mom.*



### 3. INTERRUPTIONS / NEW ELEMENTS TO THE STORY:

1. Suddenly; 2. unexpectedly; 3. all of a sudden; 4. forthwith; 5. quickly; 6. unanticipated; 7. without warning; 8. out of the blue; 9. startlingly; etc.

*Ex. Suddenly, a child burst into the room.*

*Ex. Unexpectedly, my family didn't agree.*



[www.thesaurus.reference.com](http://www.thesaurus.reference.com)

<http://dictionary.cambridge.org/>

Maria Isabel Garcia Garrido

## CONNECTORS.

### Sequencing your ideas. (2)



#### 4. EVENTS OCCURRING AT THE SAME TIME.

1. While; 2. during; 3. at the same time; etc.

*Ex. While I was getting ready for the trip, my aunt called me.  
Ex. During the meeting, the principal was talking about the new school.*

#### 5. ENDING.

1. Finally; 2. in the end; 3. eventually; 4. lastly; 5. in the end; 6. in conclusion; 7. ultimately; etc.

*Finally, I flew to Spain for Christmas.  
In the end, I decided to continue teaching.  
Eventually, I became tired and returned home.  
Lastly, I felt I had had enough food and stopped eating.*



**Interesting Fact. Organizing your closet!****ORGANIZE YOUR CLOSET!**

Now get organized.

1. Think about your closet like a department store and hang clothes by category. Next, hang each category according to color.
2. Take out everything that doesn't fit — no need to be depressed looking at too-small clothes — and box them up.
3. Use each inch of space for storage containers such as shelves and plastic boxes.
4. Good lighting is important — no one wants to get to work wearing navy when you thought it was black when you got dressed.
5. Use hooks or a pegboard to organize bags and jewelry. Get everything off the floor that you possibly can.
6. Keep a list of clothes you need so you don't end up with six black shells when you really need only one or two.
7. Shoe storage depends on your closet space. If you have a small closet, use shoe bags or trees. If you have a big closet, use plastic shoeboxes so you can easily see what you have.

 This information was taken verbatim from the HGTV.com website.





## LESSON NUMBER: 52

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(3). Voice Trait.

➤ **CONTEXT:**

“Use Voice to describe yourself. Acrostic  
Fashion Show.”





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (3) Voice Trait.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** ‘Use Voice to describe yourself. Acrostic Fashion Show’.

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 52

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to identify emoticons.
- Students will be able to foster feelings of self-esteem by exposing themselves to an opportunity to give and receive positive statements related to letters in their name.

### **1.2. Language Objectives:**

- Students will be able to create an acrostic where they will have to use the voice trait.
  - Students will be able to understand the voice trait.
- .....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1 Showdown; 1.2. Team-Pair-Solo; 1.3. Role Play; 1.4. Brainstorming; 1.5. Talking Chips; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

☞ *Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* 1) Can you explain, in your own words, what does it mean to have an organized essay?; 2) Can you provide an example of one time when you have read a story that was very well organized?; 3) Can you tell what are going to be the benefits of organizing your essays?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Emoticons.”

☞ **Cooperative Strategies:** Showdown.

☞ **Description:** Teacher will make it interesting by:

- Showing students 24 different emoticons for which they will have to guess the meaning.
  - 1) First, teacher will provide students with the emoticons charts. Teacher will have previously cut the meaning and the emoticons and put them in two different plastic bags.
  - 2) Second, students will have to figure out the correspondence between emoticons and their meanings. Students will be working cooperatively using the strategy Showdown.

Showdown

1. The teacher distributes materials to each group: a) colored think pad slips and b) two different plastic bags containing emoticons in one of them and their meanings in the other bag.
2. The teacher selects one student in each group to be the showdown captain for the first round and asks him/her to turn the question cards facedown in the center of the group’s table and pass the think pad slips to each team member.
3. The teacher explains that the showdown captain will turn over the card with the first question (cards can be numbered on back). Then each team member will answer the question individually on their think pad slips and turn their answers facedown on the table in front of them.
4. When the teacher gives the showdown signal, all team members will reveal their responses at once. If all are correct, the team will get 5 team points. If not, the team will coach their team members to correct their answers and will then receive one team point.
5. Team members will celebrate.
6. The student at the left of the showdown captain will become showdown captain for the next round.
7. Repeat from step 2 for each round.

**3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Today we are going to learn about “Voice”. A text has voice when you can feel and see (with the eyes of your imagination) the same thing the writer has in his / her mind. We can have voice in our texts by: 1) using many words that express feelings and emotions (like the words we have been playing with) that help the readers understand what the writer is thinking; 2) when we use many descriptive words of what is happening around us so the readers visualize in their mind what is happening to the writer.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to identify where you can hear the voice of the writer in a text.

☞ A.3. Why is this important?

“One of the reasons why voice is important is because it makes a piece of writing interesting to the reader since the reader can imagine he / she is inside of the story.”  
Invite students to tell you about any other reason.

☞ A.4. What are the students going to do?

First, you will read three different stories. You will discuss with your partner what the best story is. You will have to come out with at least one reason of why you liked that story the most.

Next, you will write an acrostic describing yourself and using voice.

***B. Teacher will model the activities.***

Teacher will read out loud text number three (Einstein’s Chauffer) and will tell some of the words, phrases or sentences where he / she feels voice. (See example below).

***C. Students Practice.***

☞ **Activity:** “Use Voice to describe yourself. Acrostic Fashion Show”.

☞ **Cooperative Strategies:** Team-Pair-Solo; Role Play; Brainstorming; Talking Chips

☞ **Description:**

- 1) First, teacher will provide students with three different readings that belong to three different genres: 1) Prose – short funny story; 2) Poetry – short funny poem and 3) Drama – short funny play. Teacher will explain the main differences among these three literary genres. (See visual). Teacher will also make clear that all types of writing express voice in spite of the literary genre they belong to.
- 2) Second, students will have to find out where voice is located in those three texts.
- 3) Third, students will be working in groups of four using the cooperative strategy *Team-Pair-Solo*. They will take down notes on the sheet provided for this activity. (See: Voice Hunters. Answer sheet).
- 4) Fourth, teacher will explain what an acrostic is.
- 5) Fifth, teacher will invite students to write their name vertically. Teacher will encourage students to brainstorm with their partners good qualities about themselves. Students will use the letters in their names to make positive comments about themselves and their partners. Ex. EDGAR – E ---Excellent friend; etc. Each student in the group will take a turn saying something good about one of their partners, and him/her, using one of the letters in their name. They will work together using the cooperative strategy *Talking Chips*. Once everybody has had a chance to make positive comments about their teammates they will write their own acrostic poem, on an index card, where they will describe themselves. Students will be encouraged to decorate the index cards in a way that represents who they are. They will wear it as a name tag.
- 6) Finally, students will share their acrostic poems with the rest of the class by being active members of an ‘Acrostic Fashion Show’. (A presenter introduces everybody who is going to walk the runway. See video.)

Note: In this activity the students are invited to bring their favourite clothes to school. If the school has a uniform policy, we recommend teacher requests students to bring their favourite clothes (on a backpack, plastic bag, etc) and wear them only during the time the activity is taking place; this means since the moment we start the lesson.

The main idea behind using three different genres is for students to understand the importance of the voice trait. The objective here is for students to realize the voice trait is

in every 'good' paper in spite of genre or length. Teacher will emphasize that for a piece of writing to be appealing to the reader it 'MUST HAVE VOICE'!

***A. Repeat overall big picture of what students were supposed to learn.***

Repeat explanation that appears above.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me where he / she hear voice in the text?

***C. Add a closing story or interesting fact.***

☞ Interesting Fact: Voice Change. See visual.

☞ Game:

*Objectification (drama)*

Give students the names of objects that they must act out. Each person in the group must be a part of the object and they cannot act as a person. So for example, if the object was a lawn mower, 2 people might work together to be the mower and those left over could be the grass. No one would be a person pushing the lawn mower. The groups then present them and the other groups must guess what the objects are.

***D. Inform students of topic of next lesson.***

"In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Sentence Fluency Trait"

.....

**4. Assessment:**

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

✓ 1. Can tell me some words that convey 'voice'?

➤ 2. Comprehension

- ✓ 1. Can you provide an example of one time when you have read a story that had a lot of 'voice'?
- ✓ 2. Can you tell what are going to be the benefits of using the voice trait in your essays?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from the 'Voice' trait.

➤ 4. Analysis

- ✓ 1. What are the similarities and differences between an essay that has a 'strong voice' versus another one where you can not find 'voice'?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the 'Voice Trait' is?

➤ 6. Evaluation

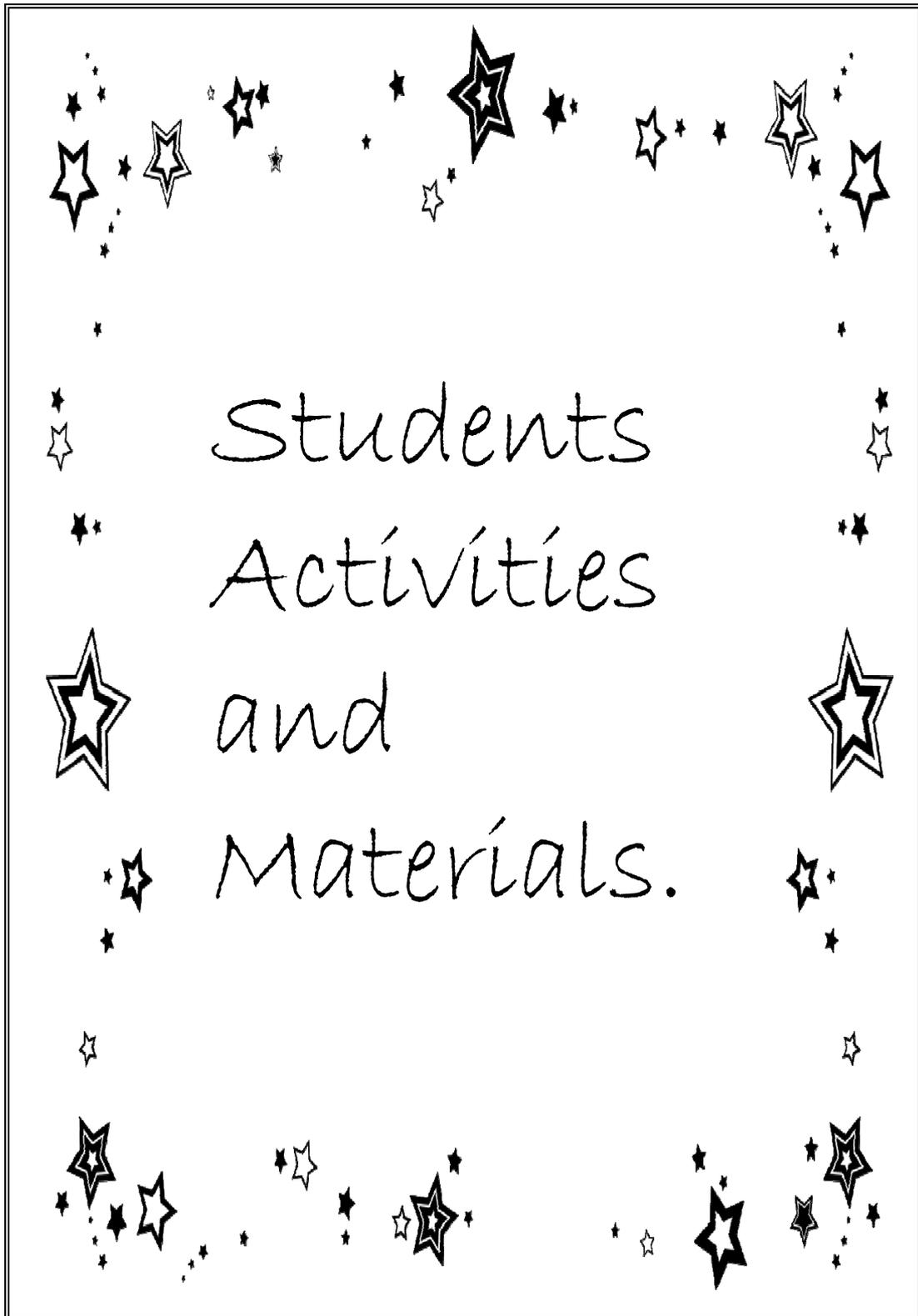
- ✓ 1. Do you think implementing the use of 'voice' in your essays is going to make you a better writer?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Voice Scoring Rubric.**

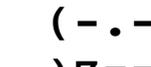
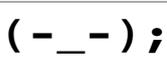
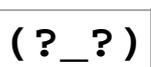


Students  
Activities  
and  
Materials.

### Introductory Activity. Emoticons.

An emoticon is a textual portrayal of a writer's mood or facial expression. They are often used to alert a responder to the tenor or temper of a statement, and can change and improve interpretation of plain text. In web forums, instant messengers and online games, text emoticons are often automatically replaced with small corresponding images, which came to be called *emoticons* as well. Examples of widely known emoticons are the smiley face :) and the frowny face :(

Icon	Meaning	Icon	Meaning	Icon	Meaning
: - )	Smiling, happy	: - (	frowning, Sad	; - )	Wink
: )		= (		; )	
: ]		: [		; ]	
= ]		: <		3	
= )		= [			
		: (			
<b>1</b>		<b>2</b>			
:D	Large grin or laugh	:P	Tongue out, or after a joke, I'm an idiot	<3	Love
=D		=P		:3	
XD		XP		6	
BD					
<b>4</b>		<b>5</b>			
:O	Shocked or surprised	=I	Bored, annoyed or awkward; concerned; "what?" face.	:S	Confused, embarrassed or uneasy
=O		: /		=S	
D:		: - \		: ?	

				<b>9</b>	
<b>7</b>					
		<b>8</b>			
					
<b>10</b>	=Smile	<b>11</b>	laughing out loud	<b>b</b>	thumbs up (not ears)
				<b>12</b>	
					
<b>13</b>	sad (crying face)	<b>14</b>	Zzzz sleeping	<b>15</b>	sleepy person
					
<b>16</b>	cheers, "Hurrah!"	<b>17</b>	) shyness	<b>18</b>	sweating (as in ashamed), or exasperate- d.
					
<b>19</b>	"Surprise !"	<b>20</b>	"Nonsense =, I don't know."	<b>21</b>	=wink
					
<b>22</b>	shocked/distu- rbed/raised eyebrow	<b>23</b>	shifty, suspicious	<b>v</b>	Peace
				<b>24</b>	

# Literary Genre

A **genre**, (French: "kind" or "sort" from Greek: γένος (genos)) is a loose set of criteria for a category of composition. A **LITERARY GENRE** is a group or collection of books with a similar theme or style.

➤ [The three different types are:](#)



1. **Prose** is writing distinguished from poetry by its greater variety of rhythm and its closer resemblance to everyday speech. Prose writing is usually adopted for the description of facts or the discussion of whatever one's thoughts are, incorporated in free flowing speech. Thus, it may be used for newspapers, capers, magazines, encyclopedias, broadcast media, films, letters, debtor's notes, famous quotes, murder mystery, history, philosophy, biography, linguistic geography and many other forms of media. Prose can be sub classified into fiction and non-fiction. (See below).



2. **Poetry.** A poem is defined as a composition written in verse (although verse has been equally used for epic and dramatic fiction). Poems rely heavily on imagery, precise word choice, and metaphor; they may take the form of measures consisting of patterns of stresses (metric feet) or of patterns of different-length syllables (as in classical prosody); and they may or may not utilize rhyme. One cannot readily characterize poetry precisely.



3. **Drama.** A play or drama offers another classical literary form that has continued to evolve over the years. It generally comprises chiefly dialogue between characters, and usually aims at dramatic / theatrical performance rather than at reading. During the eighteenth and nineteenth centuries, opera developed as a combination of poetry, drama, and music. Nearly all drama took verse form until comparatively recently. Shakespeare could be considered drama. Romeo and Juliet, for example, is a classic romantic drama generally accepted as literature.

➤ [Prose can be sub-classified into:](#)

1. **Fiction:** Fiction writing is any kind of writing that is not factual (not true). Fictional writing most often takes the form of a story meant to convey an authors point of view or simply to entertain.
2. **Non-fiction:** Non-fiction is an account or representation of a subject which is presented as fact (a true story). This presentation may be accurate or not; that is, it can give either a true or a false account of the subject in question. However, it is generally assumed that the authors of such accounts believe them to be truthful at the time of their composition.

All the information about genre, that appears on this page, was accessed on March 27<sup>th</sup> 2009, and used verbatim in this document, from the below WebPage:

[www.wikipedia.com](http://www.wikipedia.com)

**Activity. “Use Voice to describe yourself. Acrostic Fashion Show”.**

1. Read the three texts the teacher has provided you with and find out where voice is located. You will be working in groups of four using the cooperative strategy Team-Pair-Solo. You will take down notes on the sheet provided for this activity. (See: Voice Hunters. Answer sheet).
2. You will write your name vertically. You will be brainstorming with your partners good qualities about yourselves. You will use the letters in your names to make positive comments about yourselves and your partners.  
Ex. EDGAR – E ---Excellent friend; etc.
3. Each student in the group will take a turn saying something good about one of their partners, and him/her, using one of the letters in their name. You will work together using the cooperative strategy Talking Chips.
4. Once everybody has had a chance to make positive comments about your teammates you will write your own acrostic poem, on an index card, where you will describe yourselves. Decorate the index cards in a way that represents who you are.  
Ex. If you are good at playing sports draw yourself playing your favourite sport.
5. Wear your ACROSTIC as a name tag.
6. Finally, you will share your acrostic poems with the rest of the class by being active members of an ‘Acrostic Fashion Show’.

***Team-Pair-Solo***

1. Students solve a problem or work on a given task first as a team of four.
2. Then, the team splits in half and both pairs work on a similar problem. If they have questions, they can consult with the other pair on their team.
3. Finally, students work on a similar problem independently or “solo”.

**Talking Chips**

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle sticks to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.)

# Poetry. Acrostic Poem.



## CHOCOLATE

**C**atastrophe struck when chocolate was made,

**H**omes were shaken with the chocolate raid.

**O**rder no longer reigns in our minds,

**C**hocolate for kids is the king of all times.

**O**h! how we love to munch and nibble,

**L**icking our lips as we drool and dribble.

**A**pelo, Cadbury's, Hersheys, Mars,

**T**wix, Toblerone and KitKat bars,

**E**ndlessly, we crave for these superstars.

# Drama. Short Play.



## Insurance Claim.

**Tom:** Why are you looking so pleased with yourself?

**Sam:** I've just received a check for \$2000 from my insurance company.

**Tom:** For what?

**Sam:** For my garage – it was destroyed in the storm.

**Tom:** What garage?

**Sam:** My garage.

**Tom:** But you don't have one – how can you possibly claim insurance.

**Sam:** Well I did have one – it was destroyed in the storm of 1990.

**Tom:** And did you not get an insurance payout then?

**Sam:** Of course I did – but that doesn't stop me claiming every time there's a bad storm – this is my fifth payout!!

# Prose. Short Narrative.



## **EINSTEIN'S CHAUFFER**

This is a true life anecdote about Albert Einstein, and his theory of relativity.

After having propounded his famous theory, Albert Einstein would tour the various Universities in the United States, delivering lectures wherever he went. He was always accompanied by his faithful chauffeur, Harry, who would attend each of these lectures while seated in the back row! One fine day, after Einstein had finished a lecture and was coming out of the auditorium into his vehicle, Harry addresses him and says, "Professor Einstein, I've heard your lecture on Relativity so many times, that if I were ever given the opportunity, I would be able to deliver it to perfection myself!"

"Very well," replied Einstein, "I'm going to Dartmouth next week. They don't know me there. You can deliver the lecture as Einstein, and I'll take your place as Harry!"

And so it went to be... Harry delivered the lecture to perfection, without a word out of place, while Einstein sat in the back row playing "chauffer", and enjoying a snooze for a change.

Just as Harry was descending from the podium, however, one of the research assistants intercepted him, and began to ask him a question on the theory of relativity.... one that involved a lot of complex calculations and equations. Harry replied to the assistant "The answer to this question is very simple! In fact, it's so simple, that I'm going to let my chauffeur answer it!"

**Voice Hunters. Answer sheet.**

**VOICE:** A text has voice when you can feel and see (with the eyes of your imagination) the same thing the writer has in his / her mind. We can have voice in our texts by: 1) using many words that express feelings and emotions (like the words we have been playing with) that help the readers understand what the writer is thinking; 2) when we use many descriptive words of what is happening around us so the readers visualize in their mind what is happening to the writer.

Example: *"The answer to this question is very simple! In fact, it's so simple, that I'm going to let my chauffer answer it!"* I hear voice in this paragraph because I can imagine the situation and it makes me laugh. I almost feel I am sitting there, in that conference room.

Where could I hear voice in: 1. Chocolate.

.....  
.....  
.....  
.....  
.....  
.....

Where could I hear voice in: 2. Insurance Claim.

.....  
.....  
.....  
.....  
.....  
.....

Where could I hear voice in: 3. Einstein's Chauffer.

.....  
.....  
.....  
.....  
.....  
.....

**Interesting Fact. Puberty – Voice Change.****VOICE CHANGE**

Under the influence of androgens, the voice box, or larynx, grows in both sexes. This growth is far more prominent in boys, causing the male voice to drop and deepen, sometimes abruptly but rarely "over night," about one octave, because the longer and thicker vocal folds have a lower fundamental frequency. Before puberty, the larynx of boys and girls is about equally small. Occasionally, voice change is accompanied by unsteadiness of vocalization in the early stages of untrained voices. Most of the voice change happens during stage 3-4 of male puberty around the time of peak growth. Full adult pitch is attained at an average age of about 15 years. However, it usually precedes the development of significant facial hair by several months to years.



## LESSON NUMBER: 53

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(4). Sentence Fluency.

➤ **CONTEXT:**

“Write a persuasive essay asking for three things you really want.” (1)





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (4) Sentence Fluency.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a persuasive essay asking for three things you really want.” (1)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 53

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Students will be able to understand the sentence fluency trait.

#### **1.2. Language Objectives:**

- Students will be able to understand the ‘Sentence Fluency Trait’ and prove it by creating different beginnings for various sentences.

### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1. Team-Pair-Solo; 1.2. Role Play; 1.3. Brainstorming; 1.4. Talking Chips; 1.5. Partners Compare; 2. Modeling; 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

#### **3.2. Introductory Set:**

*Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ Review Questions: What did we learn during the previous lesson? Who remembers what voice is? Review what voice is: A text has voice when you can feel and see (with the eyes of your imagination) the same thing the writer has in his / her mind. We can have voice in our texts by: 1) using many words that express feelings and emotions that help the readers understand what the writer is thinking; 2) when we use many descriptive words of what is happening around us so the readers visualize in their mind what is happening to the writer. Could you give an example?

- ✓ Student Self-assessment:

☞ **Introductory Activity**: “Sentence Fluency Phones.”

☞ **Cooperative Strategies**: Partners Compare.

☞ **Description**: Teacher will make it interesting by:

- Providing student with ‘Fluency Phones’.

1) A) PVC pipe phones: Teacher will build a phone using five pieces of PVC pipe that fit together into the shape of a phone (See image below). Students will build the rest (one for each of them). Also, if you so prefer, you can order them online. Here is a website where teachers can order them: <http://whisperphonesstore.com/productspage.html>

2) B) Plastic cup phone: Teacher will build a phone with two plastic cups and some string. Teacher will tie a knot to one end of the string. Teacher will make a hole in the centre of the plastic cup and will pass the string through it. Teacher will connect the other plastic cup with this string. In order to do that, teacher will open a hole in the centre of the cup and will tie another knot at the other end of the string. Students will pair up and will build a phone (the same way the teacher showed them) to work with a partner.

- Next, students will be reading books of their choice using their ‘Fluency Phones’.

1) First, students will read a piece of a book to themselves using the PVC pipe phone.

- 2) Second, students will read the same piece to a partner using the plastic cup phone.
- 3) Third, students will compare the difference between listening through these two different phones using the cooperative strategy Partners Compare.

### 3.3. Procedure:

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Today we are going to learn about “Sentence Fluency”. A text has sentence fluency when the text contains sentences that (adaptation from Culham, 2003: 189 - 210): (See transparency below).

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to identify some of the conventions of the English language. Today you will learn how to use different sentence beginnings.

☞ A.3. Why is this important?

There are many reasons why sentence fluency is important. Just think about this: Would you like to eat every day the same kind of food? That is the same thing that happens with writing. It needs variety in its sentences for the piece of writing to be interesting.

☞ A.4. What are the students going to do?

And now, we are going to do the following activity: We are going to pretend that Aladdin is letting you borrow his magic lamp. The genie that lives in the lamp is willing to give you three wishes. If you follow the directions you will get what you really want. In order to get your wishes you must avoid getting the genie bored while reading your paper. How could you get your objective? Easily! You only have to do three activities. These are:

- 1) Activity 1: *Sentence Fluency Characteristics*: You are going to learn how not to get the genie bored, this is, by learning the sentence fluency rules.
- 2) Activity 2: *Wishes Table*: You are going to fill out a table with all the wishes you would like the genie to give you.

- 3) Activity 3: *Sentences Beginnings*: You will write your sentences using the sentence beginning table.

***B. Teacher will model the activities.***

☞ B.1. Activity number one: *Sentence Fluency Characteristics*

1.1. Match the definition with the example:

Teacher will make two transparencies of the two pages that contain the six characteristics that describe sentence fluency: Page1: definitions. Page2: examples. (See below. Activity 1: Sentence Fluency Characteristics).

Teacher will have previously cut all the examples. Teacher will put pag.1 on the overhead and will display the examples on top, but in the wrong order. Teacher will invite one of the students to read one of the definitions and find the corresponding sentence.

☞ B. 2. Activity number two: *Wishes Table*

2.1. Teacher will model how to fill out a table with all the wishes he/she would like the genie to give him/her.

2.2. Teacher will create a list of five material things he/she wishes for, five happenings that would make him/her happy, and five places he/she would like to visit. Teacher will provide students with an empty table that students will have to fill up. (Teacher will use the table that appears below to model this activity. See: Activity 2: *Wishes table*.)

☞ B. 3. Activity number three: *Sentences Beginnings*

3.1. Teacher will model how to write different sentences with varied beginnings. He/she will circle one favourite item from each list. He/she will insert those words into the five sentence patterns.

3.2. Teacher will invite students to do an example of their own and share it with the rest of the class.

(Teacher will use the chart that appears below to model this activity. See: Activity 3: *Sentences Beginnings*.)

***C. Students Practice.***

☞ **Activity**: “Write a persuasive essay asking for three things you really want.” (1)

☞ **Cooperative Strategies**: Team-Pair-Solo; Role Play; Brainstorming; Talking Chips

☞ **Description**:

- 1) Activity 1: *Sentence Fluency Characteristics*: You are going to learn how not to get the genie bored, this is, by learning the sentence fluency rules. First you will read all the characteristics of sentence fluency using the cooperative strategy *Talking Chips*. Secondly, you will fill out the table using the cooperative strategy *Rotating Recorder* but instead of writing you will just cut and paste on the corresponding place.
- 2) Activity 2: Students will fill out, independently, their Wishes Table. When finished, they can compare it with a partner using the strategy *Pairs Compare*.
- 3) Activity 3: Students will fill out, independently, their Sentence Beginning Table. When finished, they can compare it with a partner using the strategy *Pairs Compare*.

***A. Repeat overall big picture of what students were supposed to learn.***

Review what sentence fluency is. Invite students to reread the *Sentence Fluency Characteristics* (Activity 1) that they did previously.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me some of the characteristics of sentence fluency that you could find on a text? (Bloom's Taxonomy: Knowledge).

***C. Add a closing story or interesting fact.***

☞ Interesting Fact:

Today we have been learning about sentence fluency. Did you know that we build our oral fluency by practicing tongue twisters? Here you have some that you can practice with your partners. Teacher will give students a list of tongue twisters.

☞ Game:

*Rattlesnake (active)*

First you find lots of kids. Then everyone hold hands one person on one end stands and holds onto something like a wall. The person on the other end will start the game by singing the song and going under the arm of the person that's on the wall after everyone is under the person should have their arms crossed. Then keep singing the song and repeat the motion going under the second persons arm. Keep doing this until everyone is

twisted. Then the people at the ends hold hands finally everyone is joined and they jump up and down singing the song one more time.

Song: r-a-t-t-l-e-e-s-and--a-k- spell rattlesnake limbo (repeat 'till over)

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Word Choice Trait”

.....

**4. Assessment:**

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding***: Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can tell me some different ways of beginning a sentence?

➤ 2. Comprehension

- ✓ 1. Can you tell what are going to be the benefits of using different type of sentences in your essays?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from using different types of sentences.

➤ 4. Analysis

- ✓ 1. What are some of the problems you may come across while trying to provide your essays with ‘sentence fluency’?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the ‘Sentence Fluency’ trait is?

➤ 6. Evaluation

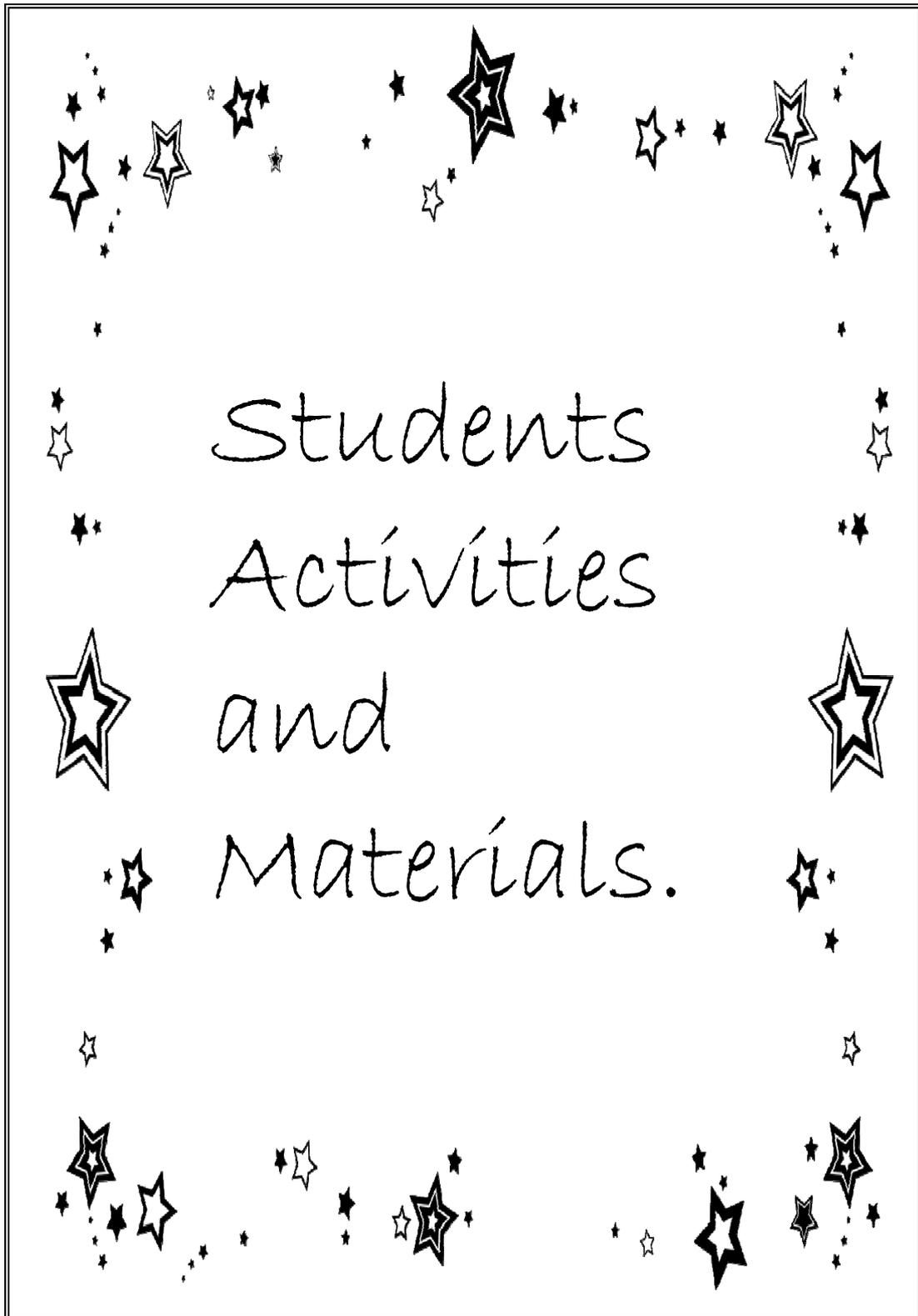
- ✓ 1. Do you think having a high level of sentence fluency in your essays is going to make you a better writer?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Sentence Fluency Scoring Rubric.**



Students  
Activities  
and  
Materials.

**Activity 1: *Sentence Fluency Characteristics*. Instructions.**

You are going to learn how not to get the genie bored, this is, by learning the sentence fluency rules.

Steps to do this activity:

1. First, you will read all the characteristics of sentence fluency using the cooperative strategy *Talking Chips*. See: “Sentence Fluency Characteristics (Part 1. Characteristics)”
2. Second, you will fill out the table using the cooperative strategy *Rotating Recorder*.
  - 2.1. Cut the examples that appear on the sheet: “Sentence Fluency Characteristics (Part 2. Examples)”
  - 2.2. Glue the pieces from part 2 on the corresponding place of the sheet: “Sentence Fluency Characteristics (Part 1. Characteristics)”

Strategies:

*Talking Chips*. 1. Only one talking chip. (The paper with all the characteristics will be the talking chip)

1. One student holds a piece of paper that has all the characteristics of sentence fluency but it is missing the examples. The person that holds the paper is the one to read.
2. He / she passes the paper to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the paper. The rest of the students have to be quiet till they get the paper.

*Rotating Recorder (cut and paste).*

1. Students will cut the different examples.
2. Each student will get one example.
3. When the paper comes to them, they will read out loud their example and will decide where to glue it. All the students must agree on what place is the most appropriate.

**Activity 1: Sentence Fluency Characteristics. Charts:** Sentence Fluency Characteristics  
(Part 1. Characteristics)

*Sentence Fluency Characteristics*  
(Part 1. Characteristics)

- ❖ *1. Have different length (short and long sentences).*

Example:

- ❖ *2. Have different beginnings.*

Example:

- ❖ *3. Have different structure.*

Example:

- ❖ *4. Flow smoothly from one to the next - appropriate use of connectors.*

Example:

❖ ***5. Sound natural --the way someone might talk.***

Example:

❖ ***6. Are complete, not fragments. Any fragments that are used should add to the quality of the message.***

Example:

**Lesson number 16. Activity 1: Sentence Fluency Characteristics.** Sentence Fluency Characteristics ( Part 2. Examples)

*Sentence Fluency Characteristics. Sentence Fluency Characteristics ( Part 2. Examples)*

Ex: (Sentence 1) *Imagine.*  
Ex: (Sentence 2). *Just imagine a fourth of July.*

Ex: (Sentence 1) **Racing** *down the freeway in my Ferrari, I would be the envy of everyone I met.*  
Ex: (Sentence 2). *Three things that would make me happy are a Ferrari, and energy conscious society, and a trip to Australia.*

Ex: (Sentence 1: Passive) *The letter was mailed by Marilyn.*  
Ex: (Sentence 2: Active) *I picked it up from my mail box.*

Ex: (Sentence 1) *Martha did not pass the test **because***  
Ex: (Sentence 2) *she did not study.*

Ex: *Wow! That was incredible.*

Ex: (Sentence 1) *Did you eat the whole pizza?*  
Ex: (Fragment) *Really?*

**Activity 2. Wishes Table. Instructions and Answer Sheet.**

Fill out a table with a list of five material things you wish for, five happenings that would make you happy, and five places you would like to visit. This is an independent practice. You have to do this activity on your own. You can use the teacher's table as a model but you have to create your own, it can't be like the one the teacher did.

Teacher's table.

<b>THINGS</b>	<b>HAPPENINGS</b>	<b>PLACES</b>
1. Ferrari	1. Peace on Earth	1. Australia
2. Diamonds	2. Getting married	2. China
3. Lottery	3. More holidays	3. Italy
4. Mansion	4. Become a professor	4. Japan
5. Gold mine	5. Magic touch	5. France

Student's table. Name: .....

<b>THINGS</b>	<b>HAPPENINGS</b>	<b>PLACES</b>
1. .....	1. .....	1. .....
2. .....	2. .....	2. .....
3. .....	3. .....	3. .....
4. .....	4. .....	4. .....
5. .....	5. .....	5. .....

**Activity 3: Sentences Beginnings.**

<b>Beginning Sentence</b>	<b>Examples</b>	
1. Three things that would make me happy are .....	Teacher example:	<b><u>Three things that would make me happy are a Ferrari, a diamond wedding ring, and a trip to Australia.</u></b>
	Student example:	..... ..... ..... ..... ..... .....
2. If I had three wishes they would include.....	Teacher example:	<b><u>If I had three wishes they would include diamonds, getting married and going to China.</u></b>
	Student example:	..... ..... ..... ..... .....
3. _____, _____, and _____ are three things that would make me happy.	Teacher example:	<b><u>A gold mine, a magic touch and a trip to France</u></b> are three things that would make me happy.
	Student example:	..... ..... ..... ..... .....
4. Three sure ways to make me happy would be....	Teacher example:	Three sure ways to make me happy would be <b><u>having a mansion, becoming a professor and visiting Australia</u></b> again.
	Student example:	..... ..... ..... ..... .....

5. - ing word + the thing wished for:	Teacher example:	<b><u>Racing down the freeway in my Ferrari</u></b> , I would be the envy of everyone I met.
	Student example:	..... ..... ..... ..... ..... ..... .....
6. "To" + verb + the happening wished for.	Teacher example:	<b><u>To know that I am going to get married</u></b> next summer would make my mom feel happy.
	Student example:	..... ..... ..... ..... ..... ..... .....
7. Preposition + Verb + place to be visited.	Teacher example:	<b><u>For visiting Australia</u></b> , I would need a new camera.
	Student example:	..... ..... ..... ..... ..... ..... .....
8. Connecting words: finally, certainly, surely, etc + subject + verb + wished things.	Teacher example:	<b><u>Hopefully my wishes will come true</u></b> before I'm 50.
	Student example:	..... ..... ..... ..... ..... ..... .....

**Interesting Facts. TONGUE TWISTERS**

1. Six sick slick slim sycamore saplings.

2. A box of biscuits, a batch of mixed biscuits

3. A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

4. Peter Piper picked a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

5. Red lorry, yellow lorry, red lorry, yellow lorry.

6. Unique New York.

7. Betty Botter had some butter, "But," she said, "this butter's bitter. If I bake this bitter butter, it would make my batter bitter. But a bit of better butter-- *that* would make my batter better."

8. So she bought a bit of butter, better than her bitter butter, and she baked it in her batter, and the batter was not bitter.

9. So 'twas better Betty Botter bought a bit of better butter.

10. Six thick thistle sticks. Six thick thistles stick.

11. Is this your sister's sixth zither, sir?

12. A big black bug bit a big black bear, made the big black bear bleed blood.

13. The sixth sick sheik's sixth sheep's sick.

14. A flea and a fly flew up in a flue. Said the flea, "Let us fly!" Said the fly, "Let us flee!" So they flew through a flaw in the flue.

15. Susan shinned shoes and socks; socks and shoes shines Susan. She ceased shining shoes and socks, for shoes and socks shock Susan.

16. If one doctor doctors another doctor, does the doctor who doctors the doctor doctor the doctor the way the doctor he is doctoring doctors? Or does he doctor the doctor the way the doctor who doctors doctors?

17. One-One was a racehorse. Two-Two was one, too. When One-One won one race, Two-Two won one, too.

**PVC PIPE PHONE:** [whisperphonesstore.com/productspage.html](http://whisperphonesstore.com/productspage.html)







## LESSON NUMBER: 54

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(5). Word Choice.

➤ **CONTEXT:**

“Write a persuasive essay asking for three things you really want.” (2)





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (5) Word Choice.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Write a persuasive essay asking for three things you really want.” (2)

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 54

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to understand the word choice trait.
- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

### **1.2. Language Objectives:**

#### LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1 Draw it; 1.2. Gallery Tour. 1.3. Storytelling; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ **Review Questions:** What did we learn during the previous lesson? 1. Can you explain, in your own words, what sentence fluency is? 2. Can you tell why it is important to remember sentence fluency when you are writing a text? 3. Can you give examples of paragraphs that show sentence fluency? 4. Can you name five different ways of having sentence fluency? Can you give examples? (Bloom's Taxonomy: Knowledge; Comprehension)

- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** "Visual Words Dream."

☞ **Cooperative Strategies:** Draw it; Gallery Tour.

☞ **Description:** Teacher will make it interesting by:

- Inviting students to draw the words that represent their 3 wishes. In order to do that, students will make reference to the 'Wishes Table' they filled out during the previous lesson. When the activity is finished students will share their products with the rest of the class using the cooperative strategy Gallery Tour.

- 1) **Place.** Students will have to draw themselves in the place they would like to be.

Ex. If they want to travel to China they will draw a picture that represents them in China. Around the borders of their picture they would have to write at least 3 reasons (1-4 descriptive words will compose a short phrase/sentence that will make up one reason) explaining why they want to go to China. Ex. Visiting the Great Wall.

- 2) **Happenings.** In their drawings, students will be active members of their dreams.

Ex. If they would like to have a 'magic touch' they would draw themselves actually possessing it.

As they did for the 'place', they will have to write at least 3 reasons (1-4 descriptive words will compose a short phrase/sentence that will make up one reason) explaining why they want to have a 'magic touch'.

Ex. Making people happy (the student can draw themselves surrounded by 'super happy people' thanks to his/her 'magic touch').

- 3) Things. They will draw the 'material things' they would like to get. As they did for the 'place' and 'happenings' they will have to write at least 3 reasons (1-4 descriptive words will compose a short phrase/sentence that will make up one reason) explaining why they want to go to get those things.

Ex. Mansion. Students could draw a mansion and could write their reasons on the windows; like for example: 'private swimming pool'.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Today we are going to learn about "Word Choice". According to Culham, 2003: 142 word choice is:

It is about the use of rich, colourful, precise language that communicates not just in a functional way, but also in a way that moves and enlightens the reader. In good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to be precise describing something that you truly want.

☞ A.3. Why is this important?

Invite students to tell you why word choice is important by asking them questions like: Is it the same to say: "You have passed the test than you have not passed the test"?

☞ A.4. What are the students going to do?

Today you will write a persuasive essay to the genie asking him/her to grant you three wishes.

***B. Teacher will model the activities.***

First, teacher will review what a persuasive essay is. Teacher will use a transparency from former lessons about persuasive essay.

Second, teacher will review with students the 'Wishes Table' from previous lesson. Using the information that appears on it, teacher will invite students to help him/her write the introduction for him/her essay. Teacher will use students' ideas to model how to write a good introduction. Teacher will remind students they have to include a hook in their introduction.

***C. Students Practice.***

🌀 **Activity:** "Write a persuasive essay asking for three things you really want." (2)

🌀 **Cooperative Strategies:** Storytelling.

🌀 **Description:**

Students will be using the information they gathered on the previous lesson, and during the anticipatory activity, in order to write a persuasive essay. Once you have finished it, read it to a partner.

***A. Repeat overall big picture of what students were supposed to learn.***

See above.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could come out with a funny short story that goes backwards; this is that uses the right word choice to specify the moment in which facts are happening but it is told from the end to the beginning?

***C. Add a closing story or interesting fact.***

🌀 Closing Story. Joke: (See below)

🌀 Game:

*Will You Buy My Donkey? (circle/passive)*

The players should be sitting in a circle. One donkey and one donkey seller should be in the centre of the circle. The donkey seller will try to sell their donkey to those in the circle. The donkey seller will choose one person and ask them, "Will you buy my

donkey?" The players in the circle have to answer "no thank you" with a straight face. Then the seller will say, "My monkey can do cool things like..." The donkey has to try and do the things that its seller says it can do. (ex. tap dance, do a somersault, sing a song...etc.) The players in the circle have to say "no thank you" without laughing. If the person laughs, they become the donkey, the donkey becomes the seller and the seller gets to join the circle.

***D. Inform students of topic of next lesson.***

"In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Conventions Trait"

.....

**4. Assessment:**

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can tell me some different words that can be used in order to describe something that you really like?

➤ 2. Comprehension

- ✓ 1. Why do you think we have to use specific words when we are describing something?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from using different types of sentences.
- ✓ 2. From the information given, could you pretend to be a teacher and teach one of your partners the real meaning (from your personal point of view) of the 'Word Choice Trait'?

➤ 4. Analysis

- ✓ 1. What are some of the motives behind writing essays that have the right 'word choice'?

- ✓ 2. What do you think could be the problems you may come across while trying to select the right words for your essays?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the 'Word Choice Trait' is?
- ✓ 2. Could you create a song/poem/picture/sculpture/discourse/etc. that describes the importance of word choice?

➤ 6. Evaluation

- ✓ 1. How would you feel if nobody would ever care, from now on, about the 'Word Choice Trait' and they would write in 'whatever the way the feel like writing'?

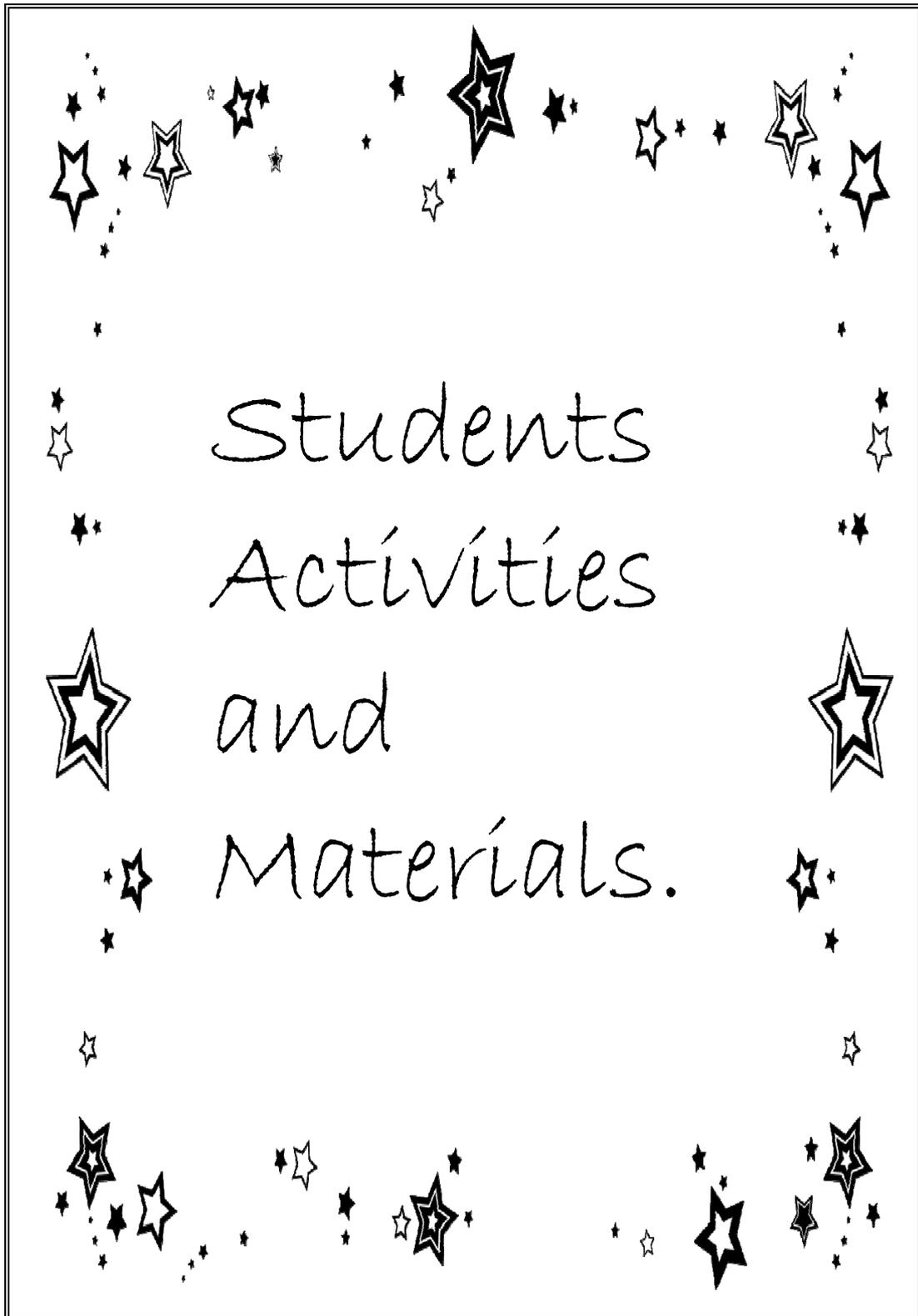
4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Word Choice Scoring Rubric.**

4.2.3. **Essay Rubric** (See below)



Students  
Activities  
and  
Materials.

**Persuasive Writing Rubric. Title:** .....

Name: .....

	5	4	3	2	1
<p><b>THESIS STATEMENT</b> (Ex. Stephen Hawkins's physical disability has not prevented him from becoming a world renowned physicist.)</p>	It is an assertion, it takes a stand, it is a complete sentence that explains a main idea, it is narrow, it is specific and it defends one main point.	It is an assertion and it takes a stand. It is a complete sentence. It defends one main point. BUT <u>It is not narrow or specific enough.</u>	It is an assertion and it takes a stand. It is a complete sentence. BUT <u>It is not narrow or specific enough. It doesn't defend one main point.</u>	It is not completely clear if it is an assertion and it if takes a stand. BUT <u>It is not narrow or specific enough. It doesn't defend one main point. It is not a complete sentence.</u>	It does not fulfill any of the requirements in order to be a Thesis Statement.
<p><b>HOOK</b> (beginning/end)</p>	The hook is appropriate to the topic of the essay; no spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 1 spelling mistakes and correct grammar.	The hook is appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not the most appropriate to the topic of the essay; 2 spelling mistakes and / or 1 grammatical error.	The hook is not appropriate to the topic of the essay. 2/3 spelling mistakes and / or 1 / 2 grammatical error.
<p><b>LANGUAGE</b> (Verb Tenses, transition words, adjectives, nouns, pronouns, figurative language)</p>	Right use of language. No spelling mistakes.	Right use of language. There is 1 spelling mistake.	Right use of language. There are 2 spelling mistake.	Some problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 3 spelling mistake.	Many problems with the use of language (verb/subject agreement; noun/adjective; etc.). There are 4 or more spelling mistake.
<p><b>PARAGRAPHS:</b> 1) Introductory; 2) Corpus – 3 paragraphs; each paragraph deals with one element/point 2 be described; 3) conclusion.</p>	There are 5 differentiated paragraphs.	There are 4 differentiated paragraphs.	There are 3 differentiated paragraphs.	There are 2 differentiated paragraphs.	There is only 1 differentiated paragraph.

**TOTAL:** ..... **Grade:** A: 20 – 18; B: 17-15; C: 14 – 12; D: 11 – 9; F: 8 –

**Interesting Fact. Joke.**

***“There is a group of scouts by a campfire having a costume party. Two cannibals come by the campfire and capture a guy who is dressed up as a clown. They decide to eat him. One says to the other: “Hey, partner, does this taste funny to you?””***





## LESSON NUMBER: 55

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(6). Conventions.

➤ **CONTEXT:**

“Edit your partner’s composition using the editor’s symbol list.”





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (6) Conventions.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Edit your partner’s composition using the editor’s symbol list.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 55

.....

## **1. OBJECTIVES:**

### **1.1. Content Objectives:**

- Students will be able to use and understand editing symbols.

### **1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1 Find Someone Who; 1.2. Act Out. 1.3. Stand up-hand up-pair up.; 2. Modeling; 3. Independent practice.

.....

## **3. ACTIVITIES:**

**3.1. Materials:** School supplies.

### **3.2. Introductory Set:**

*🌀 Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson? 1. Can you explain, in your own words, what ‘word choice’ is? 2. Can you tell why

it is important to use specific words in our essays? 3. Can you give examples of paragraphs that show good ‘word choice’?

✓ Student Self-assessment:

☞ **Introductory Activity:** “Act it out!”

☞ **Cooperative Strategies:** Find Someone Who; Act Out.

☞ **Description:** Teacher will make it interesting by:

- Inviting students to work in groups of 4-6 students acting out different words.
  - 1) First, to make sure students work with different partners, teacher will distribute four different cards that contain a word. (See: Introductory Activity. Act out words. Forming groups Cards. To give to students as they are about to start the activity.)
  - 2) Second, students will move around the room To find someone who has the same word they have on their cards.
  - 3) Third, once all the partners are together, teacher will assign stations and will describe what they are supposed to be doing on that station.
  - 4) Fourth, students will be taking turns to act out the words. Teacher will give an instruction sheet to everybody so they can read what the game is all about.

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Today we are going to learn about “Conventions”. This is: spelling, punctuation, grammar and usage, capitalization and paragraphing.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to identify some of the conventions of the English language.

☞ A.3. Why is this important?

There are many reasons why conventions are important. One of them is the following one: We use conventions so everyone can read our stories and feel our voice in them. For that we use question marks, exclamation marks, etc.

☞ A.4. What are the students going to do?

Today you will edit the composition your partners wrote during the previous lesson.

***B. Teacher will model the activities.***

Teacher will write some words on the overhead or blackboard. Teacher will invite students to come to the front of the class and correct those words using the editor's symbol lists.

***C. Students Practice.***

☞ **Activity:** "Edit your partner's composition using the editor's symbol list"

☞ **Cooperative Strategies:** Stand-up, hand-up, pair-up.

☞ **Description:**

Students will stand up and put their hand up. They will be roaming the room until the teacher says 'pair up'. Then, they will pair up with the closest partner. They will trade their compositions and they will edit them using the editor's symbol list.

***A. Repeat overall big picture of what students were supposed to learn.***

See above.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me some editing symbols you could use on a text?

***C. Add a closing story or interesting fact.***

☞ Interesting Facts. Peace Symbols: (See below)

Today we have been learning about conventions. We have been working with symbols to edit texts. There are many symbols that you will come across as grow up. We are going

to end up this lesson by looking at other symbols; in this case, peace symbols. Teacher will provide each student with a list of peace symbols.

☞ Game:

*What Time is it Mr. Wolf (active)*

The children line up at one end with Mr. Wolf at the opposite end of the playing area with his back to the rest of the group. The children advance together asking "What time is it Mr. Wolf?". The wolf responds with any time (for each hour the children take one step forward. ie. 2 O'clock is 2 steps forward) but when he calls "Dinnertime", the children must run back to the starting line without getting caught by the wolf. If the wolf catches someone then that person also becomes a wolf. The last person left wins.

***D. Inform students of topic of next lesson.***

"In the next writing lesson, you are going to continue learning about the Six + 1 Traits of Writing. You will learn about the Presentation Trait"

.....

**4. Assessment:**

4.1. Informal:

4.1.1. ***Check for understanding:*** Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy:***

➤ 1. Knowledge

- ✓ 1. Can tell me some editing symbols that you can use in order to help somebody improve the conventions of his/her essay?

➤ 2. Comprehension

- ✓ 1. Why do you think we have to use specific conventions in each language?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from using conventions.

➤ 4. Analysis

- ✓ 1. Can you find the similarities and differences between conventions and table manners?
- ✓ 2. What do you think could be the biggest problem you may come across while trying to use the right conventions in your essays?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the 'Conventions Trait' is?
- ✓ 2. Could you create a song/poem/picture/sculpture/discourse/etc. that describes the importance of conventions?

➤ 6. Evaluation

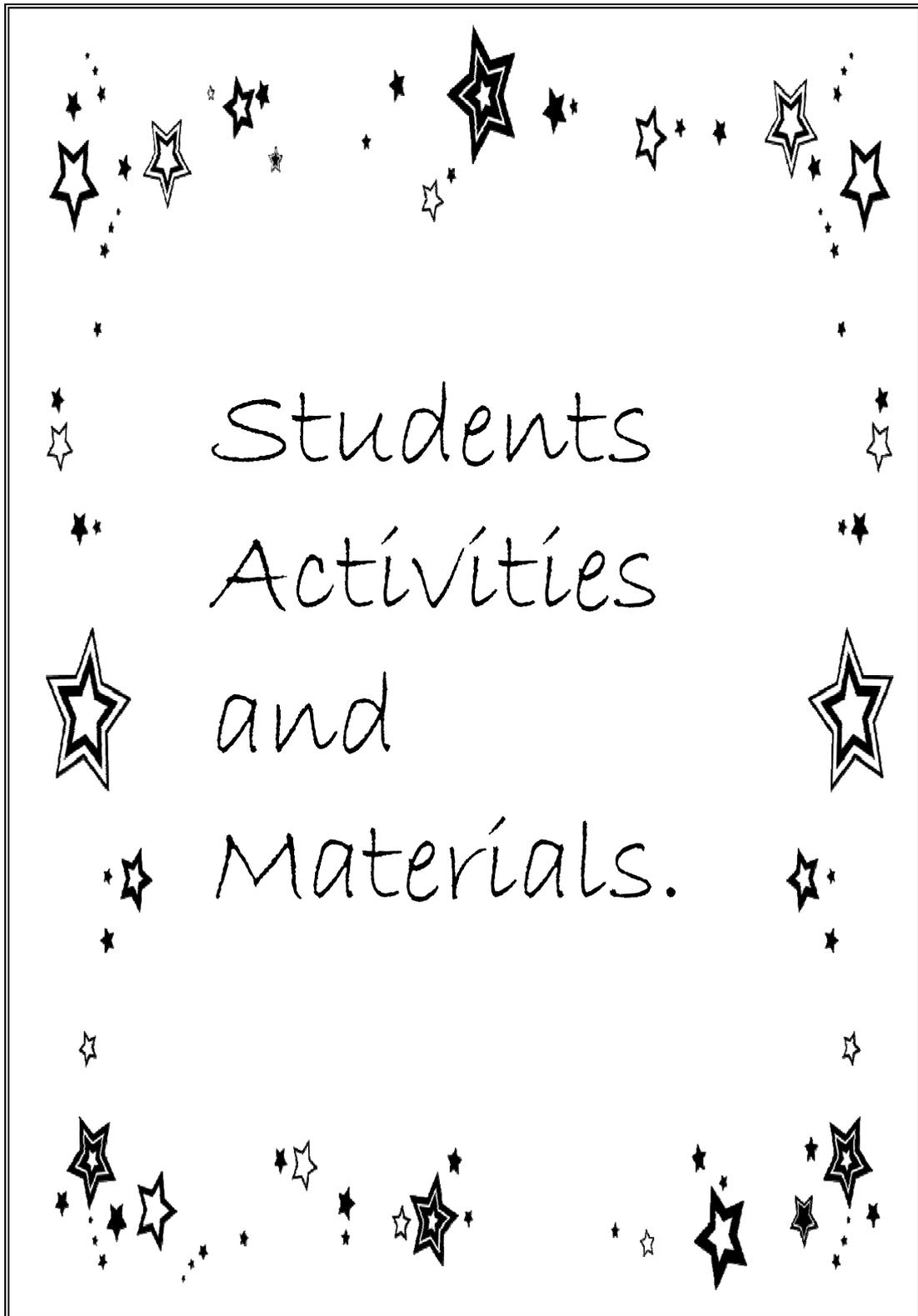
- ✓ 1. How would you feel if nobody would ever care, from now on, about the 'Conventions Trait' and they would write in 'whatever the way they feel like writing'?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Conventions Scoring Rubric.**



## **Introductory Activity. Act out words. Instructions.**

Steps to do this activity:

### ***1. Getting together in a group.***

- ✓ 1.1. Teacher will distribute for different cards that contain a word.
- ✓ 1.2. Students will move around the room *To find someone who* has the same word they have on their cards. They will be working in groups of 4 or 6.
- ✓ 1.3. Teacher will play a song (for 30 seconds) that will mark the time they have to look for their partners.
- ✓ 1.4. Each student will be working with a partner.
- ✓ 1.4. Once all the partners are together, teacher will assign stations.

### ***2. Working on a station.***

- ✓ 2.1. On each station, students will find another five words that would be inside of five different envelopes (one word per envelope).
- ✓ 2.2. Each pair will get an envelope and will think about the way to act out that word. They won't show their word to the rest of the group.
- ✓ 2.2. Students will have to act out the card they picked on the station.
- ✓ 2.3. The rests of the students will have to figure out the word that the performer is acting out.
- ✓ 2.4. Students will be on a station for 4-5 minutes. (1 min. per pair of students).
- ✓ 2.5. Teacher will play a song (for 30 seconds) again, that will indicate that time is up. Students will leave their cards on that station (inside of the envelopes, the same way they found them) and will move to a different station – students will move clockwise -.

### ***3. Stations***

- ✓ Station 1: Spell the word out loud using a bouncing ball one time for each successive letter.
- ✓ Station 2: Spell the word out loud using a skipping rope one time for each successive letter.
- ✓ Station 3: Spell the word out loud while standing up whenever a vowel appears and sitting down whenever a consonant appears.
- ✓ Station 4: Spell the word using a series of pantomimed gestures representing the letters of the word. Teacher will remind students about the song: YMCA.

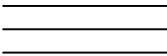
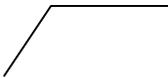
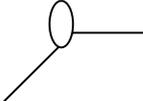
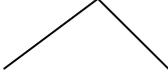
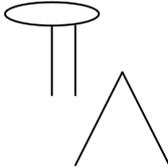
**Introductory Activity. Act out words. Forming groups Cards.** To give to students when they are about to start the activity.

<b>Question mark</b>	<b>Exclamation mark</b>
<b>Semicolon</b>	<b>Comma</b>

**Introductory Activity. Act out words for the 4 different stations.**

<b>Question mark</b>	<b>Exclamation mark</b>	<b>Semicolon</b>	<b>Comma</b>
<b>Apostrophe</b>	<b>Parenthesis</b>	<b>Dash</b>	<b>Inverted Commas</b>
<b>Capital letter</b>	<b>Lower case letter</b>	<b>Spelling error</b>	<b>Add a period</b>
<b>Take something out</b>	<b>Put something in</b>	<b>Colon</b>	<b>Quotation marks</b>
<b>Insert space</b>	<b>Replace</b>	<b>New paragraph</b>	<b>Symbol</b>

**Editor's symbols list.**

Insert 	Exclamation mark 	Semicolon 	Comma 
Apostrophe 	Parenthesis 	Dash 	Inverted Commas 
Capital letter (caps) 	Lower case letter (lc) 	Spelling error 	Add a period 
Take something out 	Put something in 	Colon 	Slash 
Insert space 	Replace 	New paragraph 	Question mark 

## Interesting Facts. Peace Symbols.

# PEACE SYMBOLS



**Calumet (peace pipe)** - Calumet means "reed" in French. Such pipes were considered sacred, offering communion with the animate powers of the universe and embodying the honor and the source of power of Native Americans who possessed them. Calumets were particularly used at the conclusion of peace treaties and in ceremonies of adoption. The pipes were principally used by the Dakotan and Algonquian peoples of the Great Plains and in the southeastern United States. Communal smoking usually carried the guarantees of friendship.



**Dove** - In the Bible, a dove was released from the Ark by Noah and returned with an olive branch to show that the Biblical flood was over. Ever since, the dove has symbolised deliverance and God's forgiveness.



**Rainbow** - The rain-bow is also a biblical peace symbol. When men would go off to fight they would take their "bow" with them of course -- when they would return home they would "hang their bow" up on the wall making the basic statement that they were not at war but in a time of piece. The rain-bow is the same action but the Holy One "hanging bow" in the sky for all to see that we are not at war but in a time and promise of peace. In Christian tradition it symbolizes God's forgiveness, as it was placed in the sky as the arch of peace after the Biblical flood - a symbol of the covenant between God and mankind.



**Mistletoe** - "After the sun god Balder was killed by the wicked Loki's mistletoe dart, the plant was feared and hated by all as the wicked instrument of death and betrayal. But Balder's mother, the goddess Freya, redeemed it in honor of her son, decreeing that mistletoe should become a symbol of peace and reconciliation. From that time on, enemies who met under a clump of mistletoe would lay down their arms and declare a truce. That is why it is hung in the doorway to this very day, and a kiss of peace and loving kindness bestowed on all who enter." (Scandinavian folklore, cited by Susan Wittig Albert in "Mistletoe Man".)



**Olive Branch** - The olive branch has for thousands of years been used as a sign of peace and goodwill. In early cultivation of the olive it took decades to bear fruit for harvest, and anyone who planted olive groves must be expecting a long and peaceful life. The symbolism is also



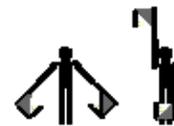
probably related to the Biblical story of the dove. An Olive Branch is clutched in the right talons of the American Eagle in the Great Seal of the United States (right), symbolizing peace.



**Olive Wreath** - The olive wreath, like the one at left taken from the United Nation logo, was the highest award given to a citizen in ancient Greece. The prize was also given to winners at the ancient Olympic Games - a time when wars were suspended between competing states.



**Peace Sign** - The Peace Action Symbol was designed on February 21, 1958 for use in the first Aldermaston Easter Peace Walk in England. The symbol is the composite semaphore signal for the letters 'N' and 'D' standing for Nuclear Disarmament.



**Peace Sign** - This sign is thought to have begun in Europe during World War II when a V for victory was painted on walls as a symbol of freedom from occupying forces. The sign was very widely used by peace movements in the 1960s and 70s as a symbol of victory for peace and truth.



## LESSON NUMBER: 56

➤ **TOPIC OF THE LESSON:**

Learn about The Six + 1 Traits of Writing.  
(7). Presentation.

➤ **CONTEXT:**

“Select the best presentation for a text and write a short narrative, expository or persuasive essay.”





**TOPIC OF THE LESSON:** Learn about the Six + 1 Traits of Writing. (7) Presentation.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Select the best presentation for a text and write a short narrative, expository or persuasive essay.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 56

.....

**1. OBJECTIVES:**

**1.1. Content Objectives:**

- Students will be able to understand the meaning of the ‘Presentation Trait’ and will select a text that has the best presentation.

- Students will be able to experience a sense of competence from a writing assignment. (Grading Rubrics can help all students experience a sense of competence from a writing assignment. Raffini, P. 1996:110).

**1.2. Language Objectives:**

LANGUAGE ARTS

STATE GOAL 3: Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1 Spend a Buck; 1.2. Agreement Lines Steps Draw it; 1.3. Storytelling; 2. Modeling; 3. Independent practice.

.....

**3. ACTIVITIES:**

**3.1. Materials:** Overhead projector, pencils, erasers, transparencies.

**3.2. Introductory Set:**

☞ **Review of previous lesson:** (repeat generalizations and have students support them with facts).

- ✓ **Review Questions:** What did we learn during the previous lesson? Can you explain, in your own words, what conventions are? 2. Can you tell why it is important to remember conventions when you are writing a text? 3. Can you give examples of paragraphs that show a good use of conventions? 4. Can you name five different conventions? Can you give examples?

- ✓ **Student Self-assessment:**

☞ **Introductory Activity:** “The magic Kingdom Destiny.”

☞ **Cooperative Strategies:** Spend a Buck; Agreement Lines Steps – (this second strategy is an adaptation by M.Garcia of the Kagan Cooperative Strategy Agreement Circles).

☞ **Description:** Teacher will make it interesting by:

- Inviting students to find ‘Prince Charming’.

Teacher will invite students to analyze the presentation of different texts. Students will have to check the presentation of four pieces of writing (writing samples taken from Culham, 2003: 252-257) using: 1) a presentation friendly rubric (Culham, 2003: 272) and 2) a copy of the transparency used to explain the Presentation Trait and its characteristics. (See below explanation for this activity)

### **3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

First, teacher will review the main similarities and differences among narrative, expository and persuasive essays.

Second, teacher will explain the meaning of the ‘Presentation Trait’. Teacher will use the overhead projector to show students a transparency of the terms to be learned: 1. Definition; and 2. Characteristics. The latter has been adapted from Culham, 2003:248-258.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson you will be able to write essays that are presented in an appealing way to the reader.

☞ A.3. Why is this important?

Because the way you put all the information together makes the reader want to READ IT!!

☞ A.4. What are the students going to do?

Write a short narrative, expository or persuasive essay.

***B. Teacher will model the activities.***

Teacher will provide an example of a possible narrative, expository or persuasive that could be written about this topic (gaining ‘magic powers’ -- see students directions below for several short examples).

***C. Students Practice.***

☞ ***Activity:*** “Write a short narrative, expository or persuasive essay about this Magic Kingdom Destiny”.

☞ ***Cooperative Strategies:*** Storytelling

☞ ***Description:***

Students will choose one of the essay formats to create a composition of their own. Once they are finished they will share with the rest of their partners using the cooperative strategy storytelling.

***A. Repeat overall big picture of what students were supposed to learn.***

Review the concept of Presentation Trait using transparency again.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me some characteristics of a good presentation?

***C. Add a closing story or interesting fact.***

☞ Closing Story: Play some magic tricks (See below)

☞ Game:

*What's Missing?* (passive)

Have a tray with a number of different objects (ie. pens, crayons, scissors etc...). Have the children study it for 30 seconds, then cover it up and remove one article. Rearrange the objects, and show it to the children again. The first child to guess what is missing gets to organize the tray for the next time.

***D. Inform students of topic of next lesson.***

“In the next writing lesson, you are going to review all the Six + 1 Traits of Writing.”  
 .....

**4. Assessment:**

4.1. Informal: (Same one of previous lesson)

4.1.1. ***Check for understanding***: Ask questions, using Bloom’s taxonomy, to find out whether students understood the concepts:

❖ ***Bloom’s Taxonomy***:

➤ 1. Knowledge

- ✓ 1. What is true or false -- For an essay to score high on the presentation trait it must have:
  - Lack of uniform spacing. (F)
  - Neat, legible and consistent handwriting or appropriate use of fonts and sizes. (T)
  - It may contain corrections, cross-outs, and scribbles. (F)
  - Appealing use of space: good use of margins and paragraphs. (T)
  - Where necessary, bullets, numbers, side headings, and other markers that help readers access content. (T)
  - Effective integration of text and illustration, charts, graphs, maps, and tables. (T)

➤ 2. Comprehension

- ✓ 1. Why do you think presentation combines both visual and verbal elements?

➤ 3. Application

- ✓ 1. Could you create a billboard of your own, advertising the use of the 'Presentation Trait', where you would use the 'Presentation Trait'?

➤ 4. Analysis

- ✓ 1. Can you find the similarities and differences between different things around your house/school where the presentation trait leads you to make a particular choice? (Ex. A book, CD, DVD, etc.)
- ✓ 2. What do you think could be the biggest problem you may come across while trying to use the 'Presentation Trait' in your essays?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the 'Presentation Trait' is?
- ✓ 2. Could you create a song/poem/picture/sculpture/discourse/etc. that describes the importance of presentation?

➤ 6. Evaluation

- ✓ 1. How would you feel if nobody would ever care, from now on, about the 'Presentation Trait' and they would write in 'whatever the way the feel like writing'?

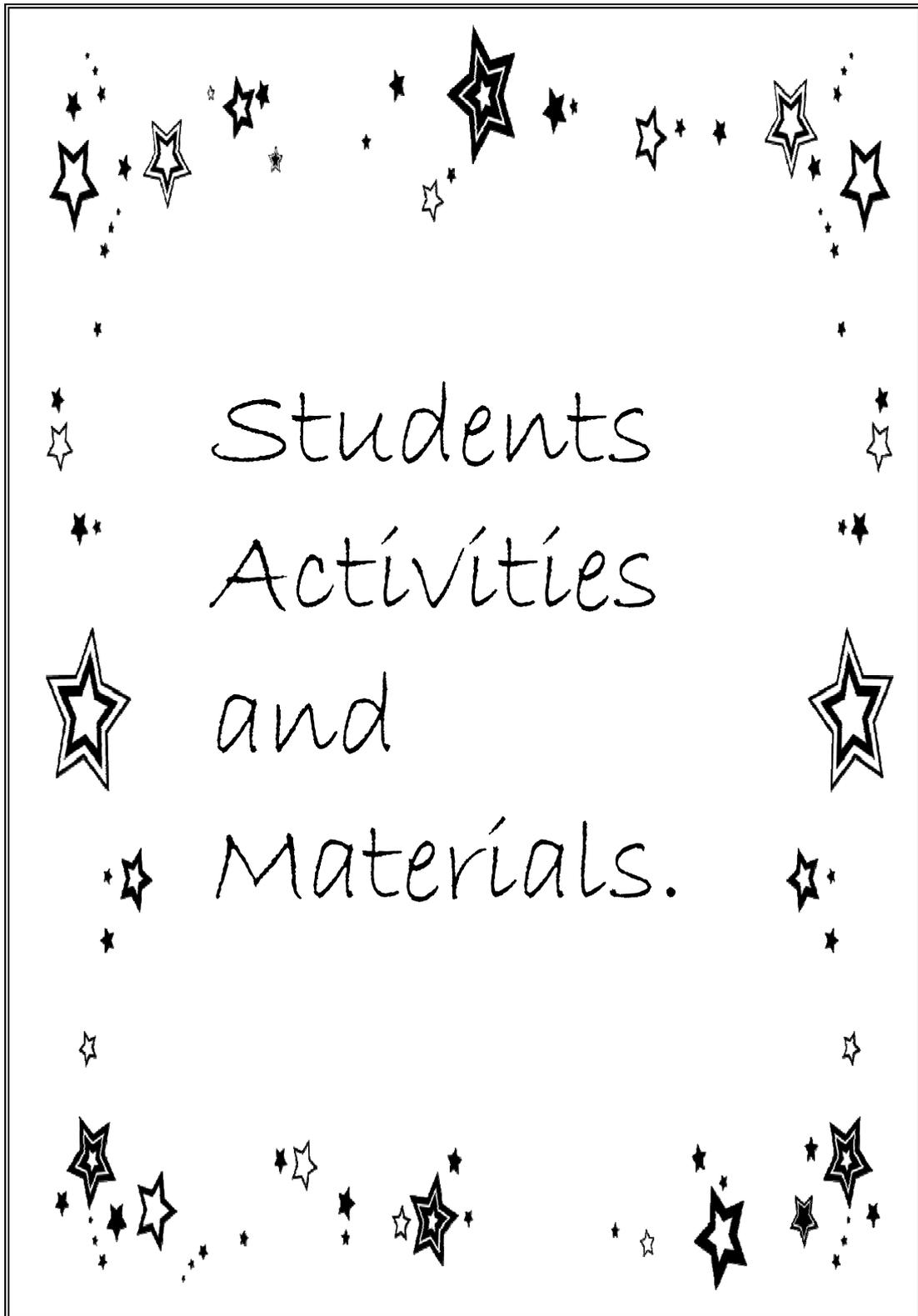
4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation:** Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Presentation Scoring Rubric.**

4.2.3. **Essay Rubric** (Same ones of lesson 48)



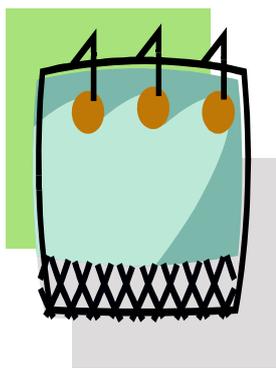
Students  
Activities  
and  
Materials.

## DEFINITION OF THE PRESENTATION TRAIT:

Presentation combines both visual and verbal elements. It is the way we "exhibit" our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the piece will not be inviting to read unless the guidelines of presentation are present. Think about examples of text and presentation in your environment.



Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text.



## CHARACTERISTICS OF GOOD PRESENTATION

To learn about the presentation trait means that your texts have to follow a general guideline like the one that follows:

1. Uniform spacing.



2. Neat, legible and consistent handwriting or appropriate use of fonts and sizes.



3. Absence of corrections, cross-outs, and scribbles.

4. Appealing use of space: good use of margins and paragraphs.



5. Where necessary, bullets, numbers, side headings, and other markers that help readers access content.



6. Effective integration of text and illustration, charts, graphs, maps, and tables.



**Introductory Activity. The magic Kingdom Destiny (by M.I.Garcia Garrido).  
Instructions.**

Steps to do this activity:

1. Read the story: The magic Kingdom Destiny (by M.I.Garcia Garrido).
2. Find out who is the Prince Charming by examining their pieces of writing.
  - 2.1. You will be using the Presentation Friendly Rubric.
  - 2.2. You will be working in groups using the cooperative strategy *Spend a Buck*.
3. Once all the groups are done you will be sharing with the rest of the class using the cooperative strategy *Agreement Lines Steps*.

Strategies

***Spend a Buck***

1. Each student has four tokens that represent four quarters.
2. Students may spend their quarters on any of the alternatives, but they must spend their quarters on more than one alternative.
3. The number of quarters in each alternative will determine the team decision.

***Agreement Lines Steps***

1. Each group stands up and pushes their chair in. They get ready to stand in one large line with the rest of the class groups. All the members in a group must stay together. Every student must be on one individual floor tile.
2. The teacher says something: “Example: *Prince charming will be the one who wrote letter number four*”.
3. Students think about how many bucks they spent on that option. Students will move forward as many floor tiles as dollars they spent.
4. Students pairs with others close to them to discuss the issue.

**Introductory Activity. Reading: The magic Kingdom Destiny (by M.I.Garcia Garrido).****The magic Kingdom Destiny**

There is a magical Kingdom that is ruled by a King and a Queen. They both are fair, honest, generous and well beloved by everybody. The powers of the kingdom are controlled by a wise Wizard named Sabio; he gives incredible good powers to those who live in the royal castle. The King and the Queen are getting older and they want to pass their position to their beautiful daughter named Bella. Sabio, the wizard, advises them they will lose all the incredible powers if they cannot choose the right prince for the princess.

All the boys in the kingdom want to marry the princess; they all want to be with Bella and get the magical powers. The King and the Queen set up a contest to find Prince Charming. All men who want to get a chance to win the princess' love need to send a piece of writing to the kingdom; they can write about whatever that they want.

The King and Queen decide to hire the most intelligent people in the territory for this serious job; this is you and your partners, to find out who will be the best Prince Charming for the beautiful Bella. Sabio can tell who is the author of any kind of writing and can also describe the way he looks like; but he cannot tell that to the king and the Queen; it is your job to find it out.

Sabio informs you that you will be rewarded with incredible powers if you choose right; he also advises you to pay special attention to the presentation of the paper, he will give you some tips under each piece of writing, but to perceive the whole thing he will give you a magical rubric that will help you see through the paper as well as a glass ball. The destiny of the kingdom is in your hands; make sure you choose right or everybody in the kingdom would be terribly unhappy.

**Write a short narrative, expository or persuasive essay: “You did find Prince Charming. What are the magic powers that you win?”**

Choose one of the formats (narrative, expository or persuasive) to create your composition. Remember that, in spite of the format that you choose, your composition must have: 1) Hook; 2) Introduction: where you give a specific preview of the main points you are going to talk about; 3) Paragraphs: where you describe, in detail, each of your points; 4) Conclusion: which may contain a restatement of points of the introduction with an ending hook. (See your checklist so you make sure you have included all these points. You can use the page that appears below titled ‘Magic Powers’ to organize your thoughts and list all the points you HAVE to include in your composition).

**1) Narrative:** Ex. 1) Talk about how was the day when you got the magic power; 2) Talk about one day when you felt super good having that ‘magic power’. Remember you are going to be talking about something that ‘happened’ (in this case it will be invented, but you have to describe it as if it would have really happened to you). That is why it is called ‘Narrative’. Think about: 1) Who were you with? 2) Where were you at? 3) When did it happen? 4) What happened? 5) Why did it happen? (See ‘Personal Narrative’ format).

Ex. The day I got those ‘magic powers’ was the happiest day of my life. I was with my best friend, Sandra. We were in that wonderful magic kingdom where all your dreams come true. ....

**2) Expository:** Ex. 1) Describe how to use your ‘magic powers’. 2) You could use the compare and contrast format in order to describe how was your life without the ‘magic power’ vs. now with the ‘magic power’. (See ‘Compare and Contrast Expository’ format).

Ex. Now, with my ‘magic powers’ there are no more fights in school. I have made everybody love and respect each other.

**3) Persuasive:** Ex. 1) Convince somebody or defend the idea of using this ‘magic powers’ to create a better society. 2) You should use cause and effect to talk about the pros and cons of using this ‘magic powers’. (See ‘Persuasive’ format).

Ex. If you do not use this ‘magic powers’ is pretty hard to try to convince people to always look on the bright side .....



## MAGIC TRICKS

### Card Trick 1

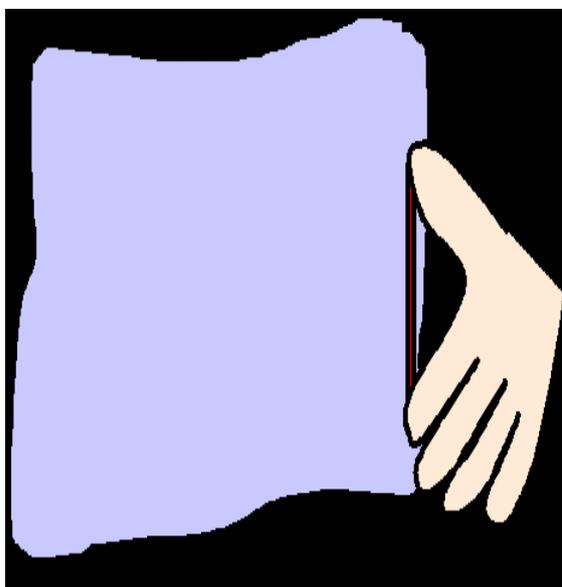
Effect: The magician spills the deck onto the table. He picks one of the cards up with a magic handkerchief, says a magic word and poof! The card disappears

Supplies:

- ~a deck of cards (or part of a deck)
- ~a toothpick (or a thin popsicle stick)
- ~a handkerchief that is not see-through and that has a hem
- ~scissors
- ~OPTIONAL: magic puppet

Preparation: Cut the toothpick so that it's the same width as one of the cards (the width is the shorter side of the card.) Push the toothpick into the hem of the handkerchief, making sure it won't fall out.

Secret: Spread the deck of cards out on the table... you may want to fiddle with this a bit, using a magic puppet, to draw the audience's attention to the cards and the puppet. Place the handkerchief overtop of the cards with the toothpick hem facing down. Don't fiddle with this part... you don't want them to guess that the handkerchief is special.



With your thumb and finger, pick up the handkerchief, holding onto the toothpick (Say something like, "I will now pick up a card"). This will trick the audience into thinking there is a card under the handkerchief.

Pick up the edges of the toothpick so it looks like you're picking up a card.

The red in the diagram represents the toothpick, but it will be invisible to the audience.

Say some magic words, wave a wand or wave your magic puppet over the handkerchief. Flap it in the air, letting go of the toothpick part and just holding the corner. Presto! The "card" has disappeared.

## **Card Trick 2**

### Effect:

The magician picks one person for the trick. The one person picks a card, remembers the card, and puts it back in the deck. You search the deck and find the card. Watch as the jaws drop.

### Supplies:

- Complete deck of cards.

### Preparation:

- Make sure all of the cards are one way
- Flip the bottom card upside down so if you flip the deck over it looks like the top.

### Performance:

- When they are looking at the card you flip the deck over
- since you already flipped the bottom card over it will look like the top of the deck when they put the card back in it will be the only one flipped that way.



## LESSON NUMBER: 57

➤ **TOPIC OF THE LESSON:**

Review the Six + 1 Traits of Writing.

➤ **CONTEXT:**

“Use the Six + 1 Traits of Writing Scoring Rubric to grade your partners’ compositions from previous lesson.”





**TOPIC OF THE LESSON:** Review the Six + 1 Traits of Writing.

**GRADE LEVEL:** 5TH Transitional.

**CONTEXT:** “Use the Six + 1 Traits of Writing Scoring Rubric to grade your partners’ compositions from previous lesson.”

**CONTENT AREAS:** Listening; Speaking; Reading; Writing; Socio Emotional Development.

**LESSON NUMBER:** 57

.....

### **1. OBJECTIVES:**

#### **1.1. Content Objectives:**

- Students will be able to understand and use the Six + 1 Traits of Writing Scoring Rubrics. (See appendix 2).

#### **1.2. Language Objectives:**

- See general objectives.

.....

**2. STRATEGIES:** 1. Cooperative strategies: 1.1 Draw it; 1.2. Gallery Tour. 1.3. Storytelling; 2. Modeling; 3. Independent practice.

.....

### **3. ACTIVITIES:**

**3.1. Materials:** Overhead projector, pencils, erasers, transparencies, 6 + 1 Traits of Writing Scoring Rubrics.

#### **3.2. Introductory Set:**

*☞ Review of previous lesson:* (repeat generalizations and have students support them with facts).

- ✓ *Review Questions:* What did we learn during the previous lesson? 1. Can you explain, in your own words, what the Presentation Trait is? 2. Can you tell why it is important to remember the characteristics of a good presentation? 3. Can you name five different characteristics of a text that shows a good control of the Presentation Trait?
- ✓ *Student Self-assessment:*

🌀 **Introductory Activity:** “The Mysterious Word.”

🌀 **Cooperative Strategies:** Talking Chips. Rotating Recorder. Numbered Heads Together.

🌀 **Description:** Teacher will make it interesting by:

- A) Inviting students to guess the ‘Mysterious Word’.
  - 1) Teacher will invite a volunteer to come to the front of the class (performer). This student will have to act out the word that is in the card.
  - 2) If the rest of the students (audience) do not guess the word by acting it out, the performer will read the word in different languages: first in German, second in French, third in Italian and finally in Spanish.
  - 3) The audience will try to figure out the words working together as a team. First, they will ‘talk’ in order to figure the word out. They will be working together using the cooperative strategy Talking Chips.
  - 4) Once they have agreed on what the word is they will ‘write’ it down using the cooperative strategy Rotating Recorder.
  - 5) Finally, they will share using the cooperative strategy Numbered Heads Together.
  - 6) Students will be earning points according to how many clues they need in order to guess the word: 1<sup>st</sup> attempt: 50; 2<sup>nd</sup> 40; 3<sup>rd</sup> 30; 4<sup>th</sup> 20; 5<sup>th</sup> 10.

7) Students will be writing the words on the paper provided. If they have spelled it right they will win another extra 20 points.

- B) Once they have guessed all the words they will have to find out the rule that connects them (all these words express feelings). (Bloom's Taxonomy: Analysis).

➤

Talking Chips. 1. Only one talking chip.

1. One student holds a Popsicle stick and talks.
2. He / she passes the Popsicle stick to somebody else and that person is the next to talk.
3. The only person that can talk is the one with the Popsicle. The rest of the students have to be quiet till they get the stick.

Rotating Recorder

1. Students take turns recording / writing team responses on the lines provided below.
2. There will be 1 paper and 1 pencil per team.
3. The paper will move clockwise.

Numbered Heads Together

1. Students huddle to make sure all can respond.
2. Students give themselves a number (from 1 to 4).
3. A number is selected (using spinner) or called by teacher. The student with that number responds.

**3.3. Procedure:**

**A. Teacher will give the broad overview (big picture) of what he/she will cover today and what he/she expects their students to learn. Teacher will also include reasons why it is important for students to learn this information/skill/attitude.**

☞ A.1. Definition of the terms to be learned:

Teacher will review the main characteristics of each one of the Six + 1 Traits of Writing.

☞ A.2. What would the students be able to do at the end of the lesson?

At the end of this lesson students will be able to understand and use the 6 + 1 Traits of Writing Scoring Rubric.

☞ A.3. Why is this important?

Because this way you will know what is expected from your essays and you will be able to achieve success fast and easy.

☞ A.4. What are the students going to do?

Students will use the 6 + 1 Traits of Writing Scoring Rubric in order to score their partners' essays.

***B. Teacher will model the activities.***

Teacher will make transparencies of at least three of the essays students wrote during the previous lesson. Teacher will also distribute a copy of each one of these scoring guides to students.

As a whole group, students will read out loud those three essays and will give them a grade in each of the traits using the 7 different rubrics.

***C. Students Practice.***

☞ **Activity:** “Grade your partners’ compositions using the 6 + 1 Traits of Writing, Scoring Rubrics”.

☞ **Cooperative Strategies:** Pairs Compare, Carousel feedback.

☞ **Description:**

- 1) First, students will trade essays with their partner shoulder.
- 2) Second, teacher will give students some time to check their partners’ essays using the 6 + 1 Traits of Writing, Scoring Rubrics.
- 3) Third, teacher will signal time and students will trade their paper a second time with a different partner. This other partner will grade the paper a second time. This is to say each essay will be graded twice by two different students.
- 4) Fourth, when time is up, students will get their essays back (the last person who is grading a composition will give it back to the person who wrote it).
- 5) Fifth, students will pair up. They will work together comparing and contrasting the grading results that was given to their essays by two different partners. They will take turns comparing and contrasting essays using the cooperative strategy Pairs Compare.

Ex. Students A and B are a pair. Both students will first compare and contrast the scores given to A's essay from two different students. Next, both students will do the same with the scores given to B's essay.

- 6) Finally, all the students will share their essays and scores with the rest of the class using the cooperative strategy Carousel Feedback.

***A. Repeat overall big picture of what students were supposed to learn.***

Review the concept of Presentation Trait using transparency again.

***B. State generalizations and ask students to support them with facts from the lesson Q/A can serve as assessment:***

Who could tell me some characteristics of a good presentation?

***C. Add a closing story or interesting fact.***

☞ Closing Story. Magic Tricks: (See below)

☞ Game:

*Silent Statue*

A group of ten or more boys starts by running of to an arranged point to see who will be the silent statue. The rest will form a tight corridor on which the silent statue is supposed to pass. When the statue goes in he must say out loud:

I am the silent statue and I'm coming in...  
I don't want any teeth, I don't want any moves.

Everybody must keep as quiet and still as possible and never show their teeth, but when the statue is not looking they can hit them in the shoulders or the back. The game ends when the statue finds out that someone is smiling or has moved...

***D. Inform students of topic of next lesson.***

“This is the last lesson. We hope you have enjoyed learning to write.”

.....

#### 4. Assessment:

##### 4.1. Informal:

4.1.1. ***Check for understanding***: Ask questions, using Bloom's taxonomy, to find out whether students understood the concepts:

❖ ***Bloom's Taxonomy***:

➤ 1. Knowledge

- ✓ 1. Can you tell me, in your own words, what are the 6 + 1 Traits of Writing?

➤ 2. Comprehension

- ✓ 1. Why do you think we have to use writing rubrics while grading essays?

➤ 3. Application

- ✓ 1. Think about one situation when you think you would most likely benefit from using these particular writing rubrics we have used today.

➤ 4. Analysis

- ✓ 1. Can you find the similarities and differences between each of the different 6 + 1 Traits of Writing Scoring Rubrics?
- ✓ 2. What do you think could be the biggest problem/benefit you may come across while trying to use the 6 + 1 Traits of Writing Scoring Rubrics?

➤ 5. Synthesis

- ✓ 1. Could you create a short definition or a quick example that would help others understand what the '6 + 1 Traits of Writing' is?
- ✓ 2. Could you create a song/poem/picture/sculpture/discourse/etc. that describes the importance of 6 + 1 Traits of Writing?

➤ 6. Evaluation

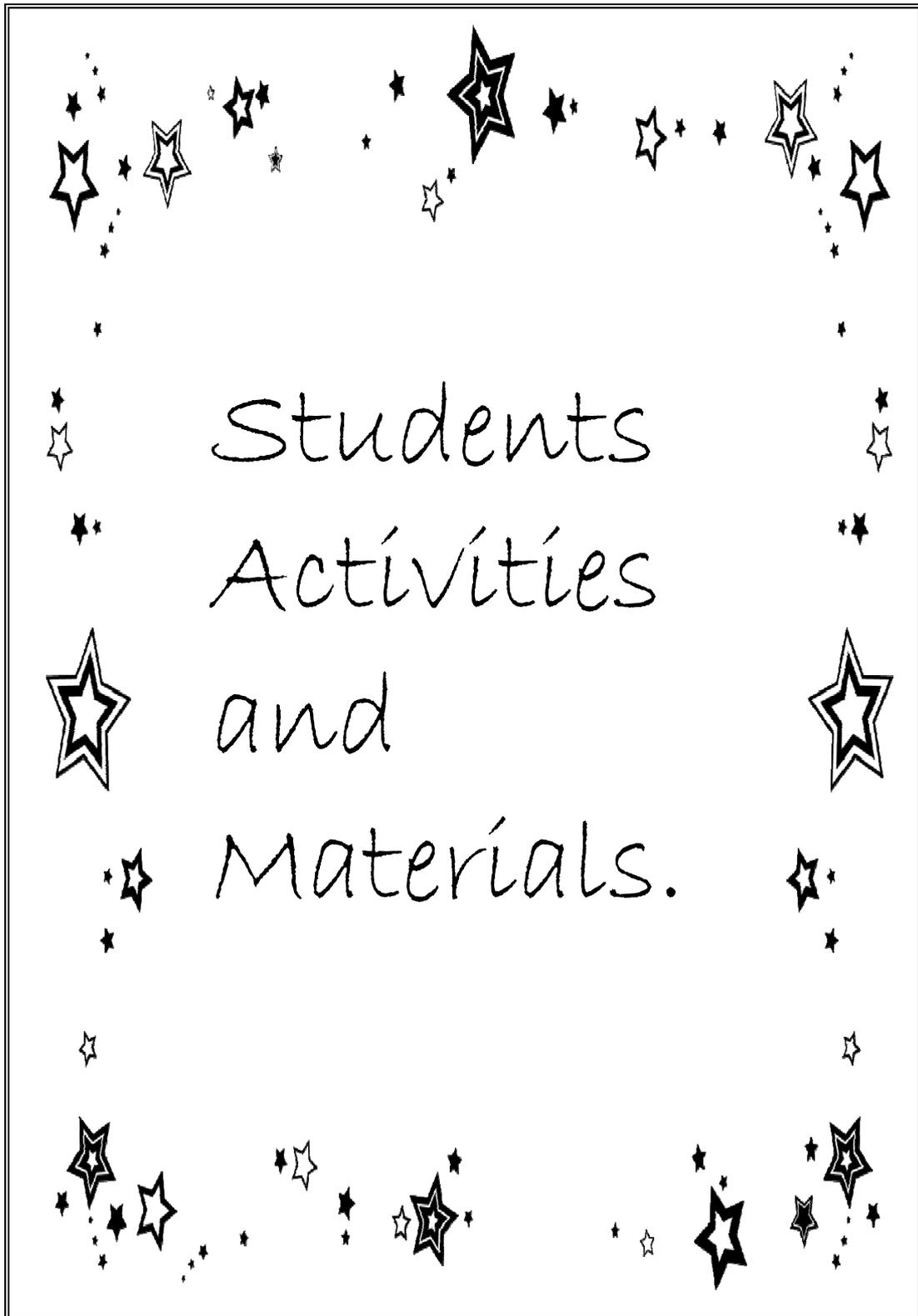
- ✓ 1. If you were a teacher, would you have your students working with the 6 + 1 Traits of Writing?

4.1.3. *Student self assessment using Multiple Intelligences Theory.*

4.2. Formal:

4.2.1. **Observation**: Teacher will evaluate the way students work cooperatively using the rubric (see general assessment rubric).

4.2.2. **Presentation Scoring Rubric.**



Students  
Activities  
and  
Materials.

## Closing Stories. Magic Tricks

### 1. Pepper Trick

Special thanks to the viewer who shared this trick with us!

#### Effect:

1. Magician has cup with pepper and water.
2. Volunteer puts fingers in water trying to separate the pepper.
3. This will not work.
4. Magician puts fingers in water and the water separates.

#### Supplies:

Water, Soap, Pepper, Cup  
(make sure there is a sink nearby so volunteer can wash hand)

#### Secret:

Put water in a cup then regular pepper.  
Before show, rub soap on your fingers (this will separate the pepper)

### 2. Sugar Cube Trick

Thanks so much to Rita for sending this in!!

#### Effect:

1. The magician asks for a volunteer from the audience.
2. The volunteer picks a number between 1 and 10.
3. The magician writes the number on a sugar cube.
4. The magician drops the cube into a cup of water and holds the volunteer's hand over the water.
5. He/she turns the volunteer's hand over and Poof! the number is on the volunteer's hand.

#### Supplies:

~a pencil (must be a pencil, pen will NOT work)  
~a sugar cube (you can have several for effect)  
~a glass of water

#### Secret:

1. Have the volunteer pick a number.
2. Write it onto the sugar cube with a pencil (press hard).
3. Then, hold the cube between your thumb and one finger.
4. Hold it so the number transfers onto your thumb and say, " Now I will put this cube into the cup".
5. Press the cube as hard as possible so the number is on your thumb.
6. Put the cube into the water and hold the volunteer's hand above the water, make sure your thumb is in their palm so the number from your finger transfers onto the volunteer's hand.

This is a good trick to show smaller kids because they are less likely to figure out the trick.



# LESSONS RESOURCES





## GENERAL RESOURCES

### 1. Objectives.

Anderson, L. W. et al. (2000). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York: Allyn and Bacon. (2<sup>nd</sup> ed.)

Education Oasis. "Writing Learning Objectives."

<[http://www.educationoasis.com/curriculum/LP/LP\\_resources/lesson\\_objectives.htm](http://www.educationoasis.com/curriculum/LP/LP_resources/lesson_objectives.htm)> [Accessed January 10, 2008]

"ISBE". Illinois State Board of Education. <<http://www.isbe.net>>

Lowell Public Schools. "Content Objectives."

<<http://www.lowell.k12.ma.us/administration/departments/usip-common-language-2006-07/content-objectives>> [Accessed January 10, 2008]

Lowell Public Schools. "Language Objectives."

<[http://www.lowell.k12.ma.us/administration/departments/usip-common-language-2006-07/language-objectives/?searchterm=language objectives](http://www.lowell.k12.ma.us/administration/departments/usip-common-language-2006-07/language-objectives/?searchterm=language+objectives)> [Accessed January 10, 2008]

Mager, R. F. (1997). *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*. Atlanta, GA: Center for Effective Performance. (3<sup>rd</sup> ed.)

Moore, D. (2008). University of Reno, Nevada. "Lesson Objectives."

<<http://www.unr.edu/sb204/extsyllabus/objectiv.html>> [Accessed May 10, 2008]

### 2. Games

All the games that appear on the lessons were withdrawn from:

Gerson, D. (2008). Xtra Games. <[www.gameskidplay.net](http://www.gameskidplay.net)>

### **3. Cooperative Strategies**

Jacobs, G. M.; Power, M. P.; and Loh, W. I. (2002). *Teacher's Sourcebook for Cooperative Learning: Practical Techniques, Basic Principles, and Frequently Asked Questions*. Thousand Oaks, CA: Corwin Press. (1<sup>st</sup> ed.)

Kagan, S. (1992). *Cooperative learning*. San Clemente, CA: Kagan Publishing.

Kagan, S. (1995). *Classbuilding: cooperative learning activities*. San Clemente, CA: Kagan Publishing.

Kagan, S.; and Kagan, M. (1998). *Multiple Intelligences: The Complete MI Book*. San Clemente, CA: Kagan Publishing.

Kagan, S.; and Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Saskatoon Public Schools. "Instructional Strategies Online"

<<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/index.html>> [Accessed January 15, 2008]

### **4. Images**

To avoid privacy issues, we have retrieved all the images of important people, animals, objects, maps, places, etc. from Wikipedia. For reasons of space, we have decided not to include all the links to each one of the images used in these lessons.

### **5. Activities**

Even though all the activities are different, they all have a common section titled: "Review of previous lesson." (See lesson components for further explanations).

Explorations in Learning and Instruction: The Theory Into Practice Database. "Social Development Theory. L. Vygotsky." <<http://tip.psychology.org/vygotsky.html>> [Accessed January 25, 2008]

Marzano, R. J. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

M.I. Library. "Lev Vygotsky." <<http://www.marxists.org/archive/vygotsky/>> [Accessed January 25, 2008]

Olson, J. and Platt, J. (2000). *The Instructional Cycle. Teaching Children and Adolescents with Special Needs*. Upper Saddle River, NJ: Prentice-Hall, Inc.

## **5. Assessment**

### **5.1. Informal**

#### *5.1.1. Bloom's Taxonomy*

Anderson, L.W., and Sosniak, L.A. (Eds.). (1994). *Bloom's taxonomy: a forty-year retrospective. Ninety-third yearbook of the National Society for the Study of Education, Pt.2*. Chicago, IL: University of Chicago Press.

Anderson, L. W., and Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.

Bloom, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.

Bloom, B. S. and Krathwohl D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain*. New York: Longman.

#### *5.1.2. Student self assessment using Multiple Intelligences Theory.*

We designed the chart (see lesson components) as a way of offering a summary of activities that could be done using each one of the Multiple Intelligences. The resources we used in order to create that chart were:

- Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.

## 5.2. Formal

- Culham, R. (2003). *6 + 1 Traits of Writing. The complete guide grades 3 and up*. Jefferson City, Mo: Scholastic Professional Books..

## **LESSON 1**

### **Definition of the terms to be learned**

- Johnson, D. (2008). "Cooperative Learning." <<http://www.co-operation.org/pages/cl.html>> [Accessed February 2, 2008]

## **LESSON 2**

### **Introductory Activity**

- Teachersparadise.com. "Geometric shapes." <<http://www.teachersparadise.com/c/geometric-shapes-chart-p-645.html>> [Accessed February 12, 2008]

## LESSON 3

### Closing Story

Encyclopedia Wikipedia. “Asimo.” < <http://en.wikipedia.org/wiki/Asimo>> [Accessed February 16, 2008]

## LESSON 4

### Introductory Activity

The information that appears on the animal charts is a personal summary of the below websites:

Haverford School. (2003). “Science with Dr.T.”  
<<http://www.dmturner.org/Teacher/Library/5thText/InvPart2.html>> [Accessed February 18, 2008]

Milewski, R. G. (2008). “Introductory Biology II Laboratory.”  
<[http://www.esu.edu/~milewski/intro\\_biol\\_two/lab\\_9\\_porifera\\_cnidaria/Porifera.html](http://www.esu.edu/~milewski/intro_biol_two/lab_9_porifera_cnidaria/Porifera.html)> [Accessed February 21, 2008]

Rouse, G. W., Pleijel, F.; and McHugh, D. (2002). “Annelida. Segmented worms: bristleworms, ragworms, earthworms, leeches and their allies.”  
<<http://tolweb.org/Annelida>> [Accessed February 22, 2008]

\*\*\* All the images were taken from the below websites:

Encyclopedia Wikipedia. “Baby.”  
< <http://en.wikipedia.org/wiki/Baby>> [Accessed March 1, 2008]

Encyclopedia Wikipedia. “Coastal Rosy Boa.”  
< [http://en.wikipedia.org/wiki/Coastal\\_Rosy\\_Boa](http://en.wikipedia.org/wiki/Coastal_Rosy_Boa)> [Accessed March 1, 2008]

Encyclopedia Wikipedia. “Eagle.”  
< <http://en.wikipedia.org/wiki/Eagle>> [Accessed March 1, 2008]

Encyclopedia Wikipedia. “Flatworm.”

- < <http://en.wikipedia.org/wiki/Flatworm>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Jellyfish.”  
< <http://en.wikipedia.org/wiki/Jellyfish>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Kiwi.”  
< <http://en.wikipedia.org/wiki/Kiwi>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Newt.”  
< <http://en.wikipedia.org/wiki/Newt>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Ostrich.”  
< <http://en.wikipedia.org/wiki/Ostrich>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Penguin.”  
< <http://en.wikipedia.org/wiki/Penguin>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Salamander.”  
< <http://en.wikipedia.org/wiki/Salamander>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Sponge.”  
< <http://en.wikipedia.org/wiki/Sponge>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Toad.”  
< <http://en.wikipedia.org/wiki/Toad>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Tortoise.”  
< <http://en.wikipedia.org/wiki/Tortoise>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Tuara.”  
< <http://en.wikipedia.org/wiki/Tuara>> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “White’s tree frog.”  
< [http://en.wikipedia.org/wiki/White’s tree frog](http://en.wikipedia.org/wiki/White’s_tree_frog)> [Accessed March 1, 2008]
- Encyclopedia Wikipedia. “Worm Lizard.”  
< [http://en.wikipedia.org/wiki/Worm Lizard](http://en.wikipedia.org/wiki/Worm_Lizard)> [Accessed March 1, 2008]

## **Closing Story**

The picture of George Washington was taken from:

Encyclopedia Wikipedia. “George Washington.”  
<[http://en.wikipedia.org/wiki/George\\_washington](http://en.wikipedia.org/wiki/George_washington)> [Accessed March 7, 2008]

## LESSON 5

### Activity

The information that appears on the short biography charts was taken verbatim from the below websites.

Encyclopedia Wikipedia. “Daddy Yankee.”  
<[http://en.wikipedia.org/wiki/Daddy\\_Yankee](http://en.wikipedia.org/wiki/Daddy_Yankee)> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “David Beckham.”  
<[http://en.wikipedia.org/wiki/David\\_Beckham](http://en.wikipedia.org/wiki/David_Beckham)> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “Darwin.” <<http://en.wikipedia.org/wiki/Darwin>> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “Dr. Seus.” <[http://en.wikipedia.org/wiki/Dr.\\_Seus](http://en.wikipedia.org/wiki/Dr._Seus)> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “Einstein.” <<http://en.wikipedia.org/wiki/Einstein>> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “Frank Lloyd Wright.”  
<[http://en.wikipedia.org/wiki/Frank\\_lloyd\\_wright](http://en.wikipedia.org/wiki/Frank_lloyd_wright)> [Accessed March 15, 2008]

Encyclopedia Wikipedia. “Freud.” <<http://en.wikipedia.org/wiki/Freud>>  
[Accessed March 15, 2008]

Encyclopedia Wikipedia. “Martin Luther King.”  
<[http://en.wikipedia.org/wiki/Martin\\_Luther\\_King](http://en.wikipedia.org/wiki/Martin_Luther_King)> [Accessed March 15, 2008]

## Closing Story

Aha Jokes. "What is Intelligence?"

<<http://www.ahajokes.com/dum08.html>> [Accessed March 17, 2008]

## LESSON 6

### Introductory activity

The chart about Multiple Intelligences is a personal understanding / summary of the below books:

Garner, H. (1995). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

## Closing Story

Encyclopedia Wikipedia. "Michelangelo" <<http://en.wikipedia.org/wiki/Michelangelo>>

[Accessed March 20, 2008]

## LESSON 7

### Introductory Activity

[www.jango.com](http://www.jango.com)

[www.live365.com](http://www.live365.com)

[www.music.aol.com](http://www.music.aol.com)

[www.pandora.com](http://www.pandora.com)

[www.yahoomusic.com](http://www.yahoomusic.com)

Encyclopedia Wikipedia. “Country Music.”

<[http://en.wikipedia.org/wiki/Country\\_music](http://en.wikipedia.org/wiki/Country_music)> [Accessed March 26, 2008]

Encyclopedia Wikipedia. “Hip Hop Music.”

<[http://en.wikipedia.org/wiki/Hip\\_hop\\_music](http://en.wikipedia.org/wiki/Hip_hop_music)> [Accessed March 26, 2008]

Encyclopedia Wikipedia. “Latin Music.” <[http://en.wikipedia.org/wiki/Latin\\_music](http://en.wikipedia.org/wiki/Latin_music)>

[Accessed March 26, 2008]

\*\*\*\* The images of the singers were taken from:

Encyclopedia Wikipedia. “Black Eyed Peas.”

<[http://en.wikipedia.org/wiki/Black\\_eyed\\_peas](http://en.wikipedia.org/wiki/Black_eyed_peas)> [Accessed March 28, 2008]

Encyclopedia Wikipedia. “Dolly Parton.”

<[http://en.wikipedia.org/wiki/Dolly\\_Parton](http://en.wikipedia.org/wiki/Dolly_Parton)> [Accessed March 28, 2008]

Encyclopedia Wikipedia. “Michael Jackson.”

<[http://en.wikipedia.org/wiki/Michael\\_Jackson](http://en.wikipedia.org/wiki/Michael_Jackson)> [Accessed March 28, 2008]

Encyclopedia Wikipedia. “Shakira.”

<<http://en.wikipedia.org/wiki/Shakira>> [Accessed March 28, 2008]

### **Closing story**

Jokes4all.net. “Little Johnny.” <[http://jokes4all.net/jokes/intelligence/jokes\\_1202.html](http://jokes4all.net/jokes/intelligence/jokes_1202.html)>

[Accessed March 30, 2008]

## **LESSON 8**

### **Definition of the terms to be learned**

The pictures, and short biography, of the famous people who were used to illustrate these types of intelligences were taken from:

Alma Flor Ada. com. “Alma Flor Ada.” <<http://www.almaflorada.com/>> [Accessed April 3, 2008]

Encyclopedia Wikipedia. “Neil Armstrong.”  
<[http://en.wikipedia.org/wiki/Neil\\_Armstrong](http://en.wikipedia.org/wiki/Neil_Armstrong)> [Accessed April 3, 2008]

Oprah.com. “Oprah.” <<http://www.oprah.com/index>> [Accessed April 3, 2008]

### **Closing Story**

Ahajokes.com < <http://www.ahajokes.com/>> [Accessed April 3, 2008]

## **LESSON 9**

### **Definition of the terms to be learned**

The pictures, and short biography, of the famous people who were used to illustrate these types of intelligences were taken from:

Encyclopedia Wikipedia. “Angelina Jolie.”  
<[http://en.wikipedia.org/wiki/Angelina\\_jolie](http://en.wikipedia.org/wiki/Angelina_jolie)> [Accessed April 9, 2008]

Encyclopedia Wikipedia. “Brad Pitt.” <[http://en.wikipedia.org/wiki/Brad\\_Pitt](http://en.wikipedia.org/wiki/Brad_Pitt)>  
[Accessed April 9, 2008]

Encyclopedia Wikipedia. “Gregor Mendel.”  
<[http://en.wikipedia.org/wiki/Gregor\\_Mendel](http://en.wikipedia.org/wiki/Gregor_Mendel)> [Accessed April 9, 2008]

Encyclopedia Wikipedia. “Mary-Kate and Ashley Olsen.”  
<[http://en.wikipedia.org/wiki/Mary-Kate\\_and\\_Ashley\\_Olsen](http://en.wikipedia.org/wiki/Mary-Kate_and_Ashley_Olsen)> [Accessed April 9, 2008]

Encyclopedia Wikipedia. “Tyra Banks.” <[http://en.wikipedia.org/wiki/Tyra\\_banks](http://en.wikipedia.org/wiki/Tyra_banks)>  
[Accessed April 9, 2008]

### **Activity**

*Activity 1: Bodily / Kinesthetic:* Play game Sign Language (from Spencer & Kagan: 98 – 10.42).

*Activity 2: Naturalistic:* Play game Animal Charades (from Spencer & Kagan: 98 – 10.43).

### **Closing Story**

Ahajokes.com (2008) <<http://www.ahajokes.com/>> [Accessed April 9, 2008.]

## **LESSON 10**

### **Definition of the terms to be learned**

The pictures, and short biography, of the famous people who were used to illustrate these types of intelligences were taken from:

Encyclopedia Wikipedia. “Abraham Lincoln.”  
<[http://en.wikipedia.org/wiki/Abraham\\_Lincoln](http://en.wikipedia.org/wiki/Abraham_Lincoln)>  
[Accessed April 14, 2008]

Encyclopedia Wikipedia. “Confucius.” <<http://en.wikipedia.org/wiki/Confucius>>  
[Accessed April 14, 2008]

Encyclopedia Wikipedia. “Dr. Phil.” <[http://en.wikipedia.org/wiki/Dr.\\_Phil](http://en.wikipedia.org/wiki/Dr._Phil)>  
[Accessed April 14, 2008]

Encyclopedia Wikipedia. “Judge Judy.” <[http://en.wikipedia.org/wiki/Judge\\_Judy](http://en.wikipedia.org/wiki/Judge_Judy)>  
[Accessed April 14, 2008]

## Activity

*Activity 1: Intrapersonal Center:* Fill up the people person plan. (From Spencer & Kagan: 98 – 10.61).

*Activity 2: Interpersonal Center:* Design a team cap. (From Spencer & Kagan: 98 – 10.28).

## LESSON 11

### Introductory Activity

Anagram genius.com <<http://www.anagramgenius.com/definition.html>> [Accessed April 14, 2008]

### Definition of the terms to be learned

The pictures, and short biography, of the famous people who were used to illustrate these types of intelligences were taken from:

Encyclopedia Wikipedia. “Frank Lloyd Wright.”  
<[http://en.wikipedia.org/wiki/Frank\\_Lloyd\\_Wright](http://en.wikipedia.org/wiki/Frank_Lloyd_Wright)> [Accessed April 14, 2008]

Encyclopedia Wikipedia. “Jennifer Lopez.”  
<[http://en.wikipedia.org/wiki/Jennifer\\_lopez](http://en.wikipedia.org/wiki/Jennifer_lopez)> [Accessed April 14, 2008]

Encyclopedia Wikipedia. “Movie poster for *Hitch*.” Source: © 2005 Columbia Pictures Industries, Inc. All Rights Reserved. <[http://en.wikipedia.org/wiki/File:Hitch\\_poster.JPG](http://en.wikipedia.org/wiki/File:Hitch_poster.JPG)> [Accessed April 14, 2008]

Encyclopedia Wikipedia. “Vincent Van Gogh.”  
<[http://en.wikipedia.org/wiki/Van\\_gogh](http://en.wikipedia.org/wiki/Van_gogh)> [Accessed April 14, 2008]

Encyclopedia Wikipedia. “Will Smith.” <[http://en.wikipedia.org/wiki/Will\\_Smith](http://en.wikipedia.org/wiki/Will_Smith)> [Accessed April 14, 2008]

**Activity**

*Activity 2: Musical / Rhythmic Work Station:* Write a song. (From Spencer & Kagan: 98 – 8.33).

**Closing Story**

Jokes4all.net <<http://jokes4all.net/cgjo/1162/jokes.html>> [Accessed April 14, 2008]

**LESSON 12****Definition of terms to be learned**

CBB Newsroom.com: “What is bullying”  
<[http://news.bbc.co.uk/cbbcnews/hi/newsid\\_1570000/newsid\\_1579300/1579327.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_1570000/newsid_1579300/1579327.stm)> [Accessed April 19, 2008]

No Bully.com <<http://www.nobully.com/counselors.htm>> [Accessed April 19, 2008]

No Bully.org.nz <<http://www.nobully.org.nz/advicek.htm>> [Accessed April 19, 2008]

**Closing Story**

Famous inspirational quotes.com  
<<http://www.my-inspirational-quotes.com/special-quotes/kids2.htm>> [Accessed April 20, 2008]

**LESSON 13****Definition of terms to be learned**

All the information about ‘Thesis Statement’ was taken verbatim, although modified (shorting sentences, adding points, adding pictures, etc. to better adjust to the level of the 5th grade students) from the below website:

Brunsvold, L. (2008). LEO: Literacy Education Online. “Thesis Statement.” <<http://leo.stcloudstate.edu/acadwrite/thesistatement.html>> [Accessed April 24, 2008]

The rest of the information about ‘Persuasive Writing’ was a personal summary/understanding of the below books and websites:

Caine, K. (2008). *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise, Grades 3-8*. Portsmouth, NH: Heinemann.

DiPrince, D. (2005). *Twisting Arms: Teaching Students How to Write to Persuade*. Fort Collins, CO: Cottonwood Press, Inc.

English Online. “Features of Text Forms. Arguments.” © Ministry of Education, Wellington, New Zealand (First published 1998). <[http://english.unitecology.ac.nz/resources/resources/text\\_forms/arguments.html](http://english.unitecology.ac.nz/resources/resources/text_forms/arguments.html)> [Accessed April 24, 2008]

Graff, G.; and Birkenstein, C. (2007). *They Say / I Say: The Moves that Matter in Persuasive Writing*. W. W. New York: Norton and Company.

Scholastic. “Writing Workshop. Persuasive Writing.” <<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive>> [Accessed April 24, 2008]

Yorba Middle School. “Persuasive Writing.” <[http://www.orangeusd.k12.ca.us/yorba/persuasive\\_writing.htm](http://www.orangeusd.k12.ca.us/yorba/persuasive_writing.htm)> [Accessed April 24, 2008]

## **Closing Story**

Famous inspirational quotes.com <<http://www.my-inspirational-quotes.com/special-quotes/kids2.htm>> [Accessed April 24, 2008]

## LESSON 14

### Closing Story

Stein, S. (2008). Tooter4kids.com “The friendship bear.”  
<[http://www.tooter4kids.com/Friendship/What\\_is\\_a\\_friend.htm](http://www.tooter4kids.com/Friendship/What_is_a_friend.htm)> [Accessed April 27, 2008]

## LESSON 15

### Introductory Activity

The above activity was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the below webpage:

Dixon, C. (2008). Activity Therapy.com “Self-Esteem Activities, Programs, and Protocols.” <<http://www.recreationtherapy.com/tx/txself.htm>> [Accessed May 1, 2008]

### Activity

The information that appears on this section has been taken, verbatim, from the below website. The visual organization was created by Maria Isabel Garcia Garrido.

Russell, P. (2008). Peterussell.com “How to Mind Map”.  
<<http://www.peterussell.com/MindMaps/HowTo.php>> [Accessed May 2, 2008]

### Closing Story

Bullying.org. <<http://www.bullying.org/public/frameset.cfm>> [Accessed May 3, 2008]

## LESSON 16

### Introductory Activity

The above activity was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the below webpage:

Dixon, C. (2008). Activity Therapy.com “Self-Esteem Activities, Programs, and Protocols.” <<http://www.recreationtherapy.com/tx/txself.htm>> [Accessed May 4, 2008]

### Closing Story

Thinkexist.com. “Bullies.” <<http://thinkexist.com/quotes/with/keyword/bullies/>> [Accessed May 4, 2008]

## LESSON 17

### Introductory Activity

The information that appears on this section was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the below webpage:

Dixon, C. (2008). Activity Therapy.com “Self-Esteem Activities, Programs, and Protocols.” <<http://www.recreationtherapy.com/tx/txself.htm>> [Accessed August 12, 2008]

### Activity

\*\*\* Maps

Asia

PK Tours and Travel. (2008). “Map of Asia” <<http://www.discoverindiatravel.com/asiemap.jpg>> [Accessed August 16, 2008]

## Africa

TheNeoSR.egloos.com (2008). “Map of Africa”.

<[http://pds3.egloos.com/pds/200611/09/15/d0015015\\_02114084.jpg](http://pds3.egloos.com/pds/200611/09/15/d0015015_02114084.jpg)>

[Accessed August 16, 2008]

## South America

Maps of the World, Satellite Images of the World (2008). “South America Political

Map”. <[http://www.vmapas.com/maps/56-4/South\\_America\\_Political\\_Map.jpg](http://www.vmapas.com/maps/56-4/South_America_Political_Map.jpg)>

[Accessed August 16, 2008]

\*\*\* Pictures of important monuments/place of interest of the world. (We have listed the resources according to the way they appear on the lesson).

1. The Great Sphinx of Giza. Egypt, Africa.

Encyclopedia Wikipedia. (2008). “Great Sphinx of Giza”

<[http://en.wikipedia.org/wiki/Great\\_Sphinx\\_of\\_Giza](http://en.wikipedia.org/wiki/Great_Sphinx_of_Giza)>

[Accessed August 16, 2008]

2. Casa del libertador. Simon Bolivar’s birthplace. Caracas, Venezuela.

Encyclopedia Wikipedia. (2008). “Caracas” <<http://en.wikipedia.org/wiki/Caracas>>

[Accessed August 16, 2008]

3. The Blue Mosque. Mazari Sharif. Afghanistan.

Encyclopedia Wikipedia. “Mazari Sharif”. <[http://en.wikipedia.org/wiki/Mazari\\_Sharif](http://en.wikipedia.org/wiki/Mazari_Sharif)>

[Accessed August 16, 2008]

4. Asakusa.Tokyo, Japan

Encyclopedia Wikipedia. “Asakusa”. <<http://en.wikipedia.org/wiki/Asakusa>>

[Accessed August 16, 2008]

## Closing Story

Thinkexist.com “Thomas Carlyle Quotes”.

<[http://thinkexist.com/quotation/not\\_brute\\_force\\_but\\_only\\_persuasion\\_and\\_faith\\_are/149806.html](http://thinkexist.com/quotation/not_brute_force_but_only_persuasion_and_faith_are/149806.html)>[Accessed August 16, 2008]

## LESSON 18

### Introductory Activity

The information that appears on this section was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the below webpage:

Dixon, C. (2008). Activity Therapy.com “Self-Esteem Activities, Programs, and Protocols.” <<http://www.recreationtherapy.com/tx/txself.htm>> [Accessed August 18, 2008]

### Definition of terms to be learned

Cambridge.org <<http://dictionary.cambridge.org/>> [Accessed September 20, 2008]

Kim Kautzer and Debbie Oldar. “Describing a Person. Adding Details.”  
<<http://www.writeshop.com/article3.htm>> [Accessed September 19, 2008]

McCarthy, T. (1998). *Descriptive Writing (Grades 4-8)*. Jefferson City, Mo: Scholastic.

McClanahan, R. (2000). *Word Painting: A Guide to Write More Descriptively*. Cincinnati, OH: Writer’s Digest Books.

© Ministry of Education, Wellington, New Zealand.  
<[http://english.unitecology.ac.nz/resources/resources/text\\_forms/home.html](http://english.unitecology.ac.nz/resources/resources/text_forms/home.html)>  
[Accessed September 18, 2008]

Purdue University Online Writing Lab  
<[http://owl.english.purdue.edu/handouts/general/gl\\_describe.html](http://owl.english.purdue.edu/handouts/general/gl_describe.html)> [Accessed September 19, 2008]

Wordreference.com <<http://www.wordreference.com/>> [Accessed September 20, 2008]

All the pictures and images that appear on the charts were taken from wikipedia.com

## Activity

\*\*\* Maps (We have listed the resources according to the way they appear on the lesson).

### Asia

PK Tours And Travel. “Map of Asia”

<<http://www.discoverindiatravel.com/asiemap.jpg>>

[Accessed August 16, 2008]

### Africa

TheNeoSR.egloos.com “Map of Africa”.

<[http://pds3.egloos.com/pds/200611/09/15/d0015015\\_02114084.jpg](http://pds3.egloos.com/pds/200611/09/15/d0015015_02114084.jpg)>

[Accessed August 16, 2008]

### North America

Unomaha.edu “Map Gallery of North America”

<[http://maps.unomaha.edu/Peterson/travel09/Assignments/NewMap/maps\\_files/North\\_America\\_pol97.jpg](http://maps.unomaha.edu/Peterson/travel09/Assignments/NewMap/maps_files/North_America_pol97.jpg)>

[Accessed August 16, 2008]

\*\*\* Pictures of important monuments/places of interest of the world.

1. Cullinan Diamond Mines. South Africa – Pretoria.

Encyclopedia Wikipedia. “Cullinan Diamond Mine”

<[http://en.wikipedia.org/wiki/Cullinan\\_diamond\\_mine](http://en.wikipedia.org/wiki/Cullinan_diamond_mine)>

[Accessed August 16, 2008]

2. Taj Mahal. India – Agra.

Encyclopedia Wikipedia. “Taj Mahal”

<[http://en.wikipedia.org/wiki/Taj\\_Mahal](http://en.wikipedia.org/wiki/Taj_Mahal)>

[Accessed August 16, 2008]

3. The Forbidden City. China – Pekin or Beijin.

Encyclopedia Wikipedia. “Forbidden City”

<[http://en.wikipedia.org/wiki/Forbidden\\_City](http://en.wikipedia.org/wiki/Forbidden_City)>

[Accessed August 16, 2008]

4. Xochimilco. Mexico – Mexico City).

Encyclopedia Wikipedia. “Xochimilco”  
<<http://en.wikipedia.org/wiki/Xochimilco>>  
[Accessed August 16, 2008]

### **Closing Story**

More self-esteem.com “Self Image - What does it mean?” <<http://www.more-selfesteem.com/selfimage.htm>> [Accessed August 16, 2008]

Thinkexist.com “Self-Image”. <[http://thinkexist.com/quotes/with/keyword/self\\_image/](http://thinkexist.com/quotes/with/keyword/self_image/)>  
[Accessed August 18, 2008]

## **LESSON 19**

### **Introductory Activity**

The above activity was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the below webpage:

Dixon, C. (2008). Activity Therapy.com “Self-Esteem Activities, Programs, and Protocols.” <<http://www.recreationtherapy.com/tx/txself.htm>> [Accessed August 24, 2008]

### **Definition of terms to be learned**

\*\*\* Resources for the charts:

Cambridge.org <<http://dictionary.cambridge.org/>> [Accessed September 20, 2008]

Fletcher, R. (1999). *Live Writing: Breathing Life into Your Words*. New York: HarperCollins.

Kim Kautzer and Debbie Oldar. "Describing a Person. Adding Details."  
<<http://www.writeshop.com/article3.htm>> [Accessed September 19, 2008]

© Ministry of Education, Wellington, New Zealand.  
<[http://english.unitecology.ac.nz/resources/resources/text\\_forms/home.html](http://english.unitecology.ac.nz/resources/resources/text_forms/home.html)>  
[Accessed September 18, 2008]

Purdue University Online Writing Lab  
<[http://owl.english.purdue.edu/handouts/general/gl\\_describe.html](http://owl.english.purdue.edu/handouts/general/gl_describe.html)> [Accessed  
September 19, 2008]

Williams, K. A. (2004). *Descriptive Writing, Grades 3-5*. (Meeting Writing Standards Series). Westminster, CA: Teacher Created Resources.

Wordreference.com <<http://www.wordreference.com/>> [Accessed September 20, 2008]

All the pictures and images that appear on the charts were taken from wikipedia.com

## **Closing Story**

Holisticonline.com "Humor Theraphy."  
<[http://holisticonline.com/Humor\\_Therapy/humor\\_therapy\\_benefits.htm](http://holisticonline.com/Humor_Therapy/humor_therapy_benefits.htm)>  
[Accessed August 24, 2008]

## **LESSON 20**

### **Introductory Activity**

Encyclopedia Wikipedia. "Brad Pitt." <[http://en.wikipedia.org/wiki/Brad\\_pitt](http://en.wikipedia.org/wiki/Brad_pitt)>  
[Accessed August 28, 2008]

## Closing Story

ClevelandClinic.org “Body image.” <<http://my.clevelandclinic.org/default.aspx>>  
[Accessed August 28, 2008]

Thinkexist.com. “Self image quote and quotations.”  
<[http://thinkexist.com/quotes/with/keyword/self\\_image/](http://thinkexist.com/quotes/with/keyword/self_image/)>  
[Accessed August 28, 2008]

## LESSON 21

### Terms to be learned

O’Keeffe, K. B. (2008). “Writing and Selling the Personal Essay: How to Write a Hook That Hooks” <<http://writersontherise.wordpress.com/2008/04/22/writing-and-selling-the-personal-essay-how-to-write-a-hook-that-hooks/>> [Accessed September 6, 2008]

Stewart, J. (2006). “Writing a great hook.” <<http://www.write101.com/kendrick.htm>>  
[Accessed September 6, 2008]

Writing Tutorial. “The hook.”  
<<http://www.thewritemarket.com/promotion/index2.php?writing=hook&title=The%20Hook>> [Accessed September 6, 2008]

## Closing Story

Encyclopedia Wikipedia. “Love and Affection.”  
<[http://en.wikipedia.org/wiki/Love\\_And\\_Affection](http://en.wikipedia.org/wiki/Love_And_Affection)> [Accessed September 6, 2008]

## LESSON 22

### Activity

\*\*\* Resources for the charts:

Dictionary Cambridge. <<http://dictionary.cambridge.org/>> [Accessed September 29, 2008]

Dictionary Thesaurus. <[www.thesaurus.reference.com](http://www.thesaurus.reference.com)> [Accessed September 28, 2008]

English Corner. “Order of Adjectives.”  
<<http://www.angelfire.com/wi3/englishcorner/grammar/rules/adjord.html>>  
[Accessed October 1, 2008]

Kent State University Writing Commons. “Sentence Connectors”.  
<<http://dept.kent.edu/english/WritingCent/>> [Accessed September 26, 2008]

Landsberger, J. (2008). “Study Guides and Strategies.”  
<<http://www.studygs.net/wrtstr6.htm>> [Accessed September 26, 2008]

Vince, M. (1994). *Advance Language Practice*. Oxford: Heinemann.

Swam, M. (1996). *Practical English Usage*. Oxford: Oxford University Press.

### Closing Story

Encyclopedia Wikipedia. “Feelings and Emotions.”  
<[http://en.wikipedia.org/wiki/Feelings\\_And\\_Emotions](http://en.wikipedia.org/wiki/Feelings_And_Emotions)> [Accessed September 6, 2008]

## LESSON 23

### Introductory Activity

The activity was taken, in part, (it was modified to better adjust to the writing purposes of the lesson) from the following book:

Raffini, J.P. 1996. *150 Ways to increase intrinsic motivation in the classroom*. Needham Heights, MA: Allyn and Bacon.

### Activity

The information that appears on the all around the world sheets was taken from the below WebPages:

Into-Asia.com “Bankok.” <<http://www.into-asia.com/bangkok/attractions/watarun.php>>[Accessed October 5, 2008]

Nairobicity.org “Nairobi City.” <<http://www.nairobicity.org/>>[Accessed October 5, 2008]

VisitLondon.com “London.” <<http://www.visitlondon.com/attractions/culture/big-ben>> [Accessed October 5, 2008]

<http://tudorhistory.org/maps/europe.jpg> [Accessed October 5, 2008]

### Closing Story

Encyclopedia Wikipedia. “Isaac Asimov.” <[http://en.wikipedia.org/wiki/Isaac\\_Asimov](http://en.wikipedia.org/wiki/Isaac_Asimov)> [Accessed October 7, 2008]

Quote World.org. “Isaac Asimov.” <<http://www.quoteworld.org/quotes/646>> [Accessed October 7, 2008]

## LESSON 24

\*\*\* Resources for the charts:

<http://www.juntadeandalucia.es/averroes>

<http://roble.pntic.mec.es/~msanto1/lengua/1descrip.htm>

[http://www.librosvivos.net/smtc/files/Descripcion\\_tecnica\\_de\\_objetos.PDF](http://www.librosvivos.net/smtc/files/Descripcion_tecnica_de_objetos.PDF)

### Closing Story

Encyclopedia Wikipedia “Around the world in Eighty Days.”

<[http://en.wikipedia.org/wiki/Around\\_the\\_World\\_in\\_Eighty\\_Days\\_\(Verne\\_novel\)](http://en.wikipedia.org/wiki/Around_the_World_in_Eighty_Days_(Verne_novel))>  
[Accessed October 15, 2008]

Verne, J. (1873). *Around the world in eighty days*. (Original Title: *Le tour du monde en quatre-vingts jours*). Publisher: Pierre-Jules Hetzel

## LESSON 25

### Closing Story

Encyclopedia Wikipedia “Around the world in Eighty Days.”

<[http://en.wikipedia.org/wiki/Twenty\\_Thousand\\_Leagues\\_Under\\_The\\_Sea\(s\)\\_\\_\(Verne\\_novel\)](http://en.wikipedia.org/wiki/Twenty_Thousand_Leagues_Under_The_Sea(s)__(Verne_novel))> [Accessed October 18, 2008]

Verne, J. (1870). *Twenty Thousand Leagues Under the Sea (s)* (Original Title: *Vingt mille lieues sous les mers*). Publisher: Pierre-Jules Hetzel (Original in French).

## LESSON 26

### Interesting Fact

Verne, J. (1864). *Journey to the center of the earth*. (Original Title: Voyage au centre de la Terre.). Publisher: Pierre-Jules Hetzel (Original in French).

Encyclopedia Wikipedia “Around the world in Eighty Days.”

<[http://en.wikipedia.org/wiki/Journey\\_to\\_the\\_Center\\_of\\_the\\_Earth\\_\(Verne\\_novel\)](http://en.wikipedia.org/wiki/Journey_to_the_Center_of_the_Earth_(Verne_novel))> [Accessed October 20, 2008]

## LESSON 27

### Activity

\*\*\* Resources for the charts:

Barrow, M. (2006). “Habitats and food chains”. Woodland Junior School.

<<http://www.woodlandsjunior.kent.sch.uk/Homework/habitats.html>> [Accessed on November 3, 2008]

Burns, C. E. (2005): “Behavioral ecology of disturbed landscapes: the response of territorial animals to relocation”. Behavioral Ecology 2005 16(5):898-905; doi:10.1093/beheco/ari070.

<<http://beheco.oxfordjournals.org/cgi/content/full/16/5/898>> [Accessed on November 2, 2008]

Col, J. (2008). Enchanted Learning. <<http://www.EnchantedLearning.com>> [Accessed on November 2, 2008]

Gordon, Stephen; Lirette, Cam; Lavelle, Thomas (2008). Lanternfish.

<<http://bogglesworldesl.com>> [Accessed on November 4, 2008]

The animal spot (2007). <<http://www.rainforestanimals.net/amazonrainforest.html>>

[Accessed on November 4, 2008]

\*\*\*\* All the images were taken from Wikipedia to avoid privacy issues.

**Closing Story**

Animals interesting facts.

<[http://www.berro.com/entertainment/animals\\_interesting\\_facts.htm](http://www.berro.com/entertainment/animals_interesting_facts.htm)> [Accessed on November 6, 2008]

**LESSON 28****Closing Story**

Animals interesting facts.

<[http://www.berro.com/entertainment/animals\\_interesting\\_facts.htm](http://www.berro.com/entertainment/animals_interesting_facts.htm)> [Accessed on November 8, 2008]

**LESSON 29****Interesting Facts**

Kritter Facts. <<http://www.kritterfacts.com/>> [Accessed on November 12, 2008.]

**LESSON 30****Introductory game**

Bradford Woods. Indiana University Outdoors' Center. "Habitat."  
<<http://www.indiana.edu/~bradwood/eagles/wingit.htm>> [Accessed on November 14, 2008]

## LESSON 31

### Closing Story

Animals interesting facts.

<[http://www.berro.com/entertainment/animals\\_interesting\\_facts.htm](http://www.berro.com/entertainment/animals_interesting_facts.htm)> [Accessed on November 16, 2008]

## LESSON 32

### Activity

Cambridge Dictionary of American English. (2008). <<http://dictionary.cambridge.org/>> [Accessed December 10, 2008]

Library of Congress. (2009). <[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)> [Accessed December 2, 2008]

*Roget's II: The New Thesaurus, Third Edition.* By the Editors of the American Heritage® Dictionary. <[www.Thesaurus.com](http://www.Thesaurus.com)> [Accessed December 15, 2008]

## LESSON 33

### Activity

Cambridge Dictionary of American English. (2008). <<http://dictionary.cambridge.org/>> [Accessed December 10, 2008]

Library of Congress. (2009). <[http://memory.loc.gov/cgi-bin/map\\_item.pl](http://memory.loc.gov/cgi-bin/map_item.pl)> [Accessed December 2, 2008]

*Roget's II: The New Thesaurus, Third Edition.* By the Editors of the American Heritage® Dictionary. <[www.Thesaurus.com](http://www.Thesaurus.com)> [Accessed December 15, 2008]

## LESSON 34

### Introductory activity

Jackson, Robert. (2009). "A packet for substitute teachers".  
<<http://www.teacherneedhelp.com/students/subtch.htm>> [Accessed January 23, 2009]

### Closing Story

Encyclopedia Wikipedia. (2009). "Batman". <[www.wikipedia.com](http://www.wikipedia.com)> [Accessed January 23, 2009]

## LESSON 35

### Introductory activity

Jackson, Robert. (2009). "A packet for substitute teachers." <<http://www.teacherneedhelp.com/students/subtch.htm>> [Accessed January 26, 2009]

### Activity

\*\*\*\* Maps

Asia

PK Tours And Travel. (2008). "Map of Asia"  
<<http://www.discoverindiatravel.com/asiemap.jpg>>  
[Accessed August 16, 2008]

South America

Maps of the World, Satellite Images of the World. (2008). "South America Political Map." <[http://www.vmapas.com/maps/56-4/South\\_America\\_Political\\_Map.jpg](http://www.vmapas.com/maps/56-4/South_America_Political_Map.jpg)>  
[Accessed August 16, 2008]

Europe

UTexas.edu. "Map of Europe" [http://www.lib.utexas.edu/maps/europe/europe\\_95.jpg](http://www.lib.utexas.edu/maps/europe/europe_95.jpg)  
[Accessed August 16, 2008]

### Closing Story

Encyclopedia Wikipedia. "Star Wars" <[http://en.wikipedia.org/wiki/Star\\_wars](http://en.wikipedia.org/wiki/Star_wars)>  
[Accessed January 29, 2009]

## LESSON 36

### Activity

\*\*\* Resources for the charts:

Baack, E. (2008). "Writing Effective *Comparison* or *Contrast* Essays." Advanced Composition for Non-Native Speakers of English.  
<<http://eslbee.com/compcont.htm>> [Accessed January 30, 2009]

Beare, K. (2009). About.com. "English as a second language. "Sentence Connectors and Sentences - Showing Comparison."  
<[http://esl.about.com/od/writingadvanced/a/wc\\_comparison.htm](http://esl.about.com/od/writingadvanced/a/wc_comparison.htm)>  
[Accessed January 31, 2009]

Beare, K. (2009). About.com. "English as a second language: Sentence connectors an Sentences – Showing contrast."  
<[http://esl.about.com/od/writingadvanced/a/wc\\_contrast.htm](http://esl.about.com/od/writingadvanced/a/wc_contrast.htm)> [Accessed January 31, 2009]

Cambridge.com (2009). CUP.

*Roget's II: The New Thesaurus, Third Edition*. By the Editors of the American Heritage® Dictionary. <[www.Thesaurus.com](http://www.Thesaurus.com)> [Accessed December 15, 2008]  
Accessed January 30, 2009]

\*\*\*\*\* All the pictures of famous people taken from wikipedia.com

### **Closing Story**

Clean joke.com (2009).

<http://www.cleanjoke.com/humor/Three-men-on-a-hill.html>

[Accessed February 3, 2009]

## **LESSON 37**

### **Closing Story**

Boy scout of America. (2009). <http://boyslife.org/>

[Accessed February 3, 2009]

## **LESSON 38**

### **Terms to be defined**

The information that appears on the visual was a personal summary and understanding of the below WebPages:

George Washington University. (2009). "Academic Success".

<http://gwired.gwu.edu/counsel/asc/Youvedecidedtoimproveyourstudyhabits/Organizeyourtimeandyourlife/?> [Accessed February 8, 2009]

Raffini, J.P. 1996. *150 Ways to increase intrinsic motivation in the classroom*. Needham Heights, MA: Allyn and Bacon.

Weinstein, C.E.; Woodruff, A.L.; Awalt, C.(2001). "Lassi Instructional Modules. University of Texas: Becoming a Strategic Learner".

[http://www.hhpublishing.com/onlinecourses/study\\_strategies/BSL/motivation/E1.html](http://www.hhpublishing.com/onlinecourses/study_strategies/BSL/motivation/E1.html) [Accessed February 6, 2009]

## Closing story

Encyclopedia Wikipedia. "Tiger Woods"

< [http://en.wikipedia.org/wiki/Tiger\\_woods](http://en.wikipedia.org/wiki/Tiger_woods)> [Accessed February 9, 2009]

Quote Monk.com (2009). <<http://www.quotemonk.com/quotes/goal-quotes.htm>>

[Accessed February 9, 2009]

## LESSON 39

Raffini, J.P. 1996. *150 Ways to increase intrinsic motivation in the classroom*. Needham Heights, MA: Allyn and Bacon.

## Closing Story

Thinkexist.com (2009). <[http://thinkexist.com/quotes/fitzhugh\\_dodson/](http://thinkexist.com/quotes/fitzhugh_dodson/)>

[Accessed February 13, 2009]

## LESSON 40

### Introductory Activity

Discovery Education. (2007). "Introduction: Debate, Argument, and Deduction."

<<http://streaming.discoveryeducation.com/>> [Accessed from Discovery Education. February 18, 2009]

Encyclopedia Debatepedia. (2009). <[www.wikipedia.com](http://www.wikipedia.com)> [Accessed February 17, 2009] Note: This site is a wiki project of the International Debate Education Association (IDEA) and Georgetown University students and alumni.

Raffini, J.P. 1996. *150 Ways to increase intrinsic motivation in the classroom*. Needham Heights, MA: Allyn and Bacon.

## Closing Story

Thinkexist.com (2009).

< [http://www.thinkexist.com/English/Topic/x/Topic\\_241\\_1.htm](http://www.thinkexist.com/English/Topic/x/Topic_241_1.htm)>

[Accessed February 23, 2009]

## LESSON 41

### Introductory Activity

Although the images used in this activity are copyright material, the licensing allows its use for this particular type of activity as “fair use”. Refer to the link below for an explanation of United States Copyright Law of Fair Use.

Encyclopedia Wikipedia. “Batman.” < <http://en.wikipedia.org/wiki/Batman>>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. “Fantastic Four.”

< [http://en.wikipedia.org/wiki/Fantastic\\_Four](http://en.wikipedia.org/wiki/Fantastic_Four)>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. “Hanna Montana.”

< [http://en.wikipedia.org/wiki/Hannah\\_Montana:\\_The\\_Movie](http://en.wikipedia.org/wiki/Hannah_Montana:_The_Movie)> [Accessed March 2, 2009]

Encyclopedia Wikipedia. “Harry Potter.” < [http://en.wikipedia.org/wiki/Harry\\_Potter](http://en.wikipedia.org/wiki/Harry_Potter)>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. “High School Musical.”

< [http://en.wikipedia.org/wiki/High\\_School\\_Musical](http://en.wikipedia.org/wiki/High_School_Musical)> [Accessed March 2, 2009]

Encyclopedia Wikipedia. “Madagascar.”

< [http://en.wikipedia.org/wiki/Madagascar\\_\(2005\\_film\)](http://en.wikipedia.org/wiki/Madagascar_(2005_film))>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. “Spiderman.”

< <http://en.wikipedia.org/wiki/Spiderman>>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. "Twilight."

<[http://en.wikipedia.org/wiki/Twilight\\_\(2008\\_film\)](http://en.wikipedia.org/wiki/Twilight_(2008_film))>

[Accessed March 2, 2009]

Encyclopedia Wikipedia. "United States Copyright Law."

<[http://en.wikipedia.org/wiki/United\\_States\\_copyright\\_law](http://en.wikipedia.org/wiki/United_States_copyright_law)> [Accessed March 2, 2009]

### **Closing Story**

Ahajokes.com (2009).

<<http://www.ahajokes.com/school011.html>>

[Accessed on March 2, 2009]

## **LESSON 42**

### **Introductory Activity**

English Club.com. (2009). "List of similes."

<<http://www.englishclub.com/vocabulary/figures-similes-list.htm>> [Accessed March 4, 2009]

Note: Even though the list of similes was taken from the webpage that appears above, we created the cards (with pictures and explanations) so it could be played as a game.

### **Closing Story**

Basicjokes.com (2009).

<<http://www.basicjokes.com/djoke.php?id=77>>

[Accessed on March 6, 2009]

## LESSON 43

### Introductory Activity

English Club.com. (2009). "List of metaphors."

<<http://www.englishclub.com/vocabulary/figures-metaphors-list.htm>> [Accessed March 9, 2009]

Note: Even though the list of metaphors was taken from the webpage that appears above, we created the cards (with pictures and explanations) so it could be played as a game.

### Closing Story

cleanjokes.com (2009).

<<http://www.cleanjoke.com/humor/Baby-Belly.html>>  
[Accessed on March 12, 2009]

## LESSON 44

### Introductory Activity

Cambridge.com. (2009). CUP.

Peake, J. A. (2005). "Psychology 4 change. A change for the better."

<<http://www.psychology4change.com/forms/emotions.jpg>>  
[Accessed on March 14, 2009]

### Definition of the terms to be learned

Goleman, D. 1995. *Emotional Intelligence. Why it Can Matter More than IQ*. New York: Bantam Books.

Note: The information that appears on the visual and charts was a personal understanding of what appears in the book by Goleman. Also, we created the questions and examples to make all these concepts easier for students to understand.

### **Closing Story**

Note. The tips that appear on the charts are a personal summary of the main ideas that appear on the below books.

Dyer, W. (1995). *Your erroneous zones*. New York: Harper Paperbacks.

Wilde, Liz. (2004). *Unlock your potential*. London: Ryland Peter and Small Inc.

## **LESSON 45**

### **Definition of the terms to be learned**

Goleman, D. (1995). *Emotional Intelligence. Why it Can Matter More than IQ*. New York: Bantam Books.

Note: The information that appears on the visual and charts was a personal understanding of what appears in the book by Goleman. Also, we created the questions and examples to make all these concepts easier for students to understand.

### **Closing Story**

Encyclopedia Wikipedia. "J.K. Rowling." <<http://en.wikipedia.org/wiki/J.K.Rowling>>  
[Accessed March 18, 2009]

## LESSON 46

### Closing Story

Jokes.com <<http://www.lotsofjokes.com/>> [Accessed on March 21, 2009]

## LESSON 47

### Introductory Activity

Jokes.com <<http://www.lotsofjokes.com/>> [Accessed on March 23, 2009]

### Activity

Figurative Language. (2009).

<<http://www.sturgeon.k12.mo.us/elementary/numphrey/subjectpages/languagearts/figuresofspeech.html>> [Accessed March 25, 2009]

Smith, V. (1997). English Works! “Literature: What is poetry.”

<<http://depts.gallaudet.edu/englishworks/literature/poetry.html>> [Accessed March 26, 2009]

All the information about Cause and Effect that appears on the charts was taken verbatim, although modified (shorting sentences, adding points, adding pictures, etc. to better adjust to the level of the students), from the below websites:

Brunsvold, L. (2003). “Thesis Statement.” LEO: Literacy Education Online. <<http://leo.stcloudstate.edu/acadwrite/thesistatement.html>> [Accessed March 27, 2009]

Ozagac, O. (2004). “Cause and Effect Essays.”

<<http://www.buowl.boun.edu.tr/students/types%20of%20essays/Cause%20and%20effect%20Essay.htm>> [Accessed March 27, 2009]

## LESSON 48

Figurative Language. (2009).

<<http://www.sturgeon.k12.mo.us/elementary/numphrey/subjectpages/languagearts/figuresofspeech.html>> [Accessed March 25, 2009]

Smith, V. (1997). English Works! “Literature: What is poetry.”

<<http://depts.gallaudet.edu/englishworks/literature/poetry.html>> [Accessed March 26, 2009]

All the information about Cause and Effect that appears on the charts was taken verbatim, although modified (shorting sentences, adding points, adding pictures, etc. to better adjust to the level of the students), from the below websites:

Brunsvold, L. (2003). “Thesis Statement.” LEO: Literacy Education Online.

<<http://leo.stcloudstate.edu/acadwrite/thesisstatement.html>> [Accessed March 27, 2009]

Ozagac, O. (2004). “Cause and Effect Essays.”

<<http://www.buowl.boun.edu.tr/students/types%20of%20essays/Cause%20and%20effect%20Essay.htm>> [Accessed March 27, 2009]

### Closing Story

Encyclopedia Wikipedia. “Aristotle.” <http://en.wikipedia.org/wiki/Aristotle>> [Accessed March 30, 2009]

Encyclopedia Wikipedia. “Freud.” <http://en.wikipedia.org/wiki/Freud>> [Accessed March 30, 2009]

Encyclopedia Wikipedia. “Lincoln.” <http://en.wikipedia.org/wiki/Lincoln>> [Accessed March 30, 2009]

## LESSON 49

### Activity

Gajewski, N., Hirn, P., and Mayo, P. (1996). *Social Star: Conflict Resolution and Community Interaction Skills (book 3)*. Eau Claire, WI: Thinking Publications.

## LESSON 50

### Introductory Activity

Encyclopedia Wikipedia. “Guernica.” <<http://en.wikipedia.org/wiki/Guernica>>  
[Accessed April 3, 2009]

Encyclopedia Wikipedia. “The Melting Clocks.” <  
[http://en.wikipedia.org/wiki/The\\_Melting\\_Clocks](http://en.wikipedia.org/wiki/The_Melting_Clocks)>  
[Accessed April 3, 2009]

Encyclopedia Wikipedia. “Starry Night.” <[http://en.wikipedia.org/wiki/Starry\\_Night](http://en.wikipedia.org/wiki/Starry_Night)>  
[Accessed April 3, 2009]

Encyclopedia Wikipedia. “The Scream.” <[http://en.wikipedia.org/wiki/The\\_Scream](http://en.wikipedia.org/wiki/The_Scream)>  
[Accessed April 3, 2009]

### Definition of the terms to be learned

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

Discovery Education.com “Discovering Language Arts: Grades 06-08: Style, Structure, and Tone.” <<http://streaming.discoveryeducation.com/>> [Accessed from Discovery Channel School. 2006. April 3, 2009]

### Closing Story

National Museum of American History (2009). “Inventions.”  
<<http://americanhistory.si.edu/>> [ Accessed on April 5, 2009]

## LESSON 51

### Introductory Activity

DLTK'S. (2009). 'Story Sequencing Activities'. <<http://www.dltk-kids.com/type/sequencing.htm>> [Accessed April 16, 2009]

### Definition of the terms to be learned

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

Discovery Education.com "Discovering Language Arts: Grades 06-08: Style, Structure, and Tone." <<http://streaming.discoveryeducation.com/>> [Accessed from Discovery Channel School. 2006. April 3, 2009]

### Activity

Cambridge.com (2009). CUP

*Roget's II: The New Thesaurus, Third Edition*. By the Editors of the American Heritage® Dictionary. <[www.Thesaurus.com](http://www.Thesaurus.com)> [Accessed December 15, 2008]  
[Accessed April 16, 2009.]

### Closing Story

HGTV.com (2009). "Guide to Organizing and Cleaning your Home." <<http://www.hgtv.com/organizing/the-big-sweep/index.html>> [Accessed on April 16, 2009]

HGTV.com (2009). "Mission Organization." <<http://www.hgtv.com/mission-organization/show/index.html>> [Accessed on April 16, 2009]

## LESSON 52

### Introductory Activity

Encyclopedia Wikipedia. “Emoticons.” < <http://en.wikipedia.org/wiki/Emoticon>>  
[Accessed April 17, 2009.]

### Activity

Encyclopedia Wikipedia. “Literary Genre.” [http://en.wikipedia.org/Literary\\_Genre](http://en.wikipedia.org/Literary_Genre)  
[Accessed April 18, 2009]

[Humorous-free-scripts.com](http://www.humorous-free-scripts.com) (2009). “Insurance Claim.” <<http://www.humorous-free-scripts.com/Insurance-Claim-storm-damage-gail-force-winds-online-facts.htm>>  
[Accessed April 18, 2009]

[Short-funny-stories.com](http://www.short-funny-stories.com) (2009). “Einstein Chauffer.” <<http://www.short-funny-stories.com/funny-stories/story-81.html>> [Accessed April 18, 2009]

[Voicesnet.org](http://www.voicesnet.org) (2009). “Chocolate.”  
<<http://www.voicesnet.org/displayonepoem.aspx?poemid=88048>> [Accessed April 18, 2009]

### Closing Story

Encyclopedia Wikipedia. (2009). “Puberty.”  
<[http://en.wikipedia.org/wiki/Puberty#Voice\\_change](http://en.wikipedia.org/wiki/Puberty#Voice_change)> [Accessed April 18, 2009]

## LESSON 53

### Introductory Activity

PVC PIPE PHONE [whisperphonesstore.com/productspage.html](http://whisperphonesstore.com/productspage.html)

**Definition of the terms to be learned**

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

**Closing Story**

Geocities.com. (2009). "Tongue Twisters."  
<<http://www.geocities.com/athens/8136/tonguetwisters.html>> [Accessed April 19, 2009]

**LESSON 54****Definition of the terms to be learned**

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

**Closing Story**

Jokes.com (2009). <<http://www.lotsofjokes.com/>> [Accessed April 21, 2009]

**LESSON 55****Activity**

University of Colorado (2009). "Proofreading and editing symbols."  
<<http://www.colorado.edu/Publications/styleguide/symbols.html>> [Accessed April 22, 2009]

**Closing Story**

Symbols.net (2009). "Peace Symbols."  
<<http://www.salsa.net/peace/symbol/index.html>> [Accessed April 24, 2009]

## LESSON 56

### Introductory Activity

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

### Definition of the terms to be learned

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

### Closing Story

DLKT (2009). "Magic Tricks.". <<http://www.kidzone.ws/magic/index.htm>> [Accessed April 26, 2009]

## LESSON 57

### Definition of the terms to be learned

Culham, R. (2003). *6 + 1 Traits of Writing*. Jefferson City, MO: Scholastic.

### Closing Story

DLKT (2009). "Magic Tricks.". <<http://www.kidzone.ws/magic/index.htm>> [Accessed April 28, 2009]

**T**his writing program is composed by 57 lessons and a WebQuest about the 8 parts of speech. The lessons target the development of writing while considering the four skills of language. Writing is taught in content, as specified by the No Child Left Behind Act of 2001; which allows students the opportunity to learn English at the same time as they develop academic proficiency in other content areas such as socio-emotional development, social studies, art, math, science, literature, and music.



**Maria Isabel Garcia Garrido**