SCAFFOLDING The Primary Comprehension Toolkit for English Language Learners

Previews and Extensions to Support Content Comprehension

GRADES K–2

Anne Goudvis
Stephanie Harvey
Brad Buhrow
Anne Upczak-Garcia

firsthand
HEINEMANN

DEDICATED TO TEACHERS™

Contents

To our editor, Tina Miller,
who believed in this project from the get-go
and whose thoughtful guidance and organizational genius
made it all happen

Introduction

Children are active, curious learners, so we create environments that engage kids, encourage them to investigate their world, and foster the skills and strategies they need to become independent readers, writers, and thinkers. This book supports teachers using *The Comprehension Toolkits* to make content information and thinking strategies more comprehensible for children who come from varying cultural and linguistic backgrounds and are learning English as a new language. A companion to the *The Primary Comprehension Toolkit*, this resource embodies teaching practices that encourage students learning English to become enthusiastic, thoughtful, critical readers. We set a high comprehension bar for all kids. Learning, as we define it, is all about ways to use comprehension and thinking strategies as tools to acquire content knowledge and actively use it. For an extensive body of research that supports explicit instructional practices in comprehension and thinking strategies see *The Primary Comprehension Toolkit* Teacher Guide, pages 65–68.

    Scaffolding The Primary Comprehension Toolkit *for English Language Learners* provides children learning English with the language and conceptual tools to read for understanding and express their thoughts and ideas. There is a misconception that first children need to learn English and only then can they concentrate on reading to learn content knowledge. This resource takes the opposite approach: Kids learn English and content knowledge simultaneously. They engage with texts and visuals on many topics that spark thinking as they read, view, talk, draw, and write about substantive information and ideas from the get-go. Together, *The Primary Comprehension Toolkit* and this resource ensure that children build their background knowledge and confidently use thinking and learning strategies even as they learn a new language.

All Students Can Think:
Providing "High Challenge and High Support"

Gibbons (2009) cites evidence that all too often children learning English receive "low level drill and practice activities," rather than experiencing intellectually interesting, cognitively challenging instruction. Studies have shown that English learners need daily opportunities to use creative thinking, make sense of information and ideas, ask questions, engage in research and inquiry, and "construct their own understandings through participating in substantive conversations" (Commins 2011; Gibbons 2009). Immersing students in a rich curriculum that values thinking and understanding over memorization and rote learning is the best way we know to encourage children to develop their

identities as eager, curious learners—aware of the power of their own ideas, insights, and thinking.

Comprehension instruction in the *Toolkits* lays a foundation of thinking so that students internalize ways to comprehend what they read and apply strategies in their own independent reading and learning. Moreover, children learning a new language thrive in inclusive classrooms that encourage active literacy throughout the day and across the year. An environment that values diversity and welcomes children from different cultures who may speak many languages is one that most fully supports students to develop the language and learning skills necessary for school and life (Thomas and Collier 1999). Students learning English need carefully designed instruction that weaves together content knowledge and the new language they are learning in what Gibbons (2009) calls a "high challenge, high support" environment. We believe that children are most likely to become engaged, competent readers and learners when they experience high expectations and a challenging comprehension curriculum in a child-centered, vibrant, creative classroom.

Putting *Toolkit* instructional principles into practice means that students read, view, and listen to engaging texts; think deeply about them; interact with others; and acquire knowledge (Goudvis and Harvey 2005). To do this, Allington (2009) suggests that students:

- spend large amounts of time reading and thinking in texts they can and want to read.

- have extensive opportunities to respond to their reading through talking, writing, and drawing.

- view reading as a meaningful activity that is personally fulfilling.

- focus on big ideas, issues, and concepts across disciplines.

- receive explicit instruction in using strategies as tools for comprehension.

These characteristics are integral to each and every *Toolkit* lesson as well as the supporting sessions for English language learners included in this resource.

But, of course, setting the bar high comes with the responsibility to provide "high" support, which is just what *Scaffolding* The Primary Comprehension Toolkit *for English Language Learners* does. *Scaffolding*, in the Vygotskian sense of the term, is specific, focused support that "assists learners to move toward new skills, concepts or levels of understanding" (Gibbons 2002). The small-group sessions for English learners in this resource, and the *Toolkit* lessons as well, focus on language both as a way to develop, organize, and articulate ideas so as to communicate them and as a means for teachers and children to "think and learn together" (Mercer, in Gibbons 2002). Our

teaching language, as we say, becomes the children's learning language. In this resource, language is the vehicle teachers and children use as they make meaning by speaking, listening, reading, writing, and creating visual representations. Highly supportive instruction in these lessons emphasizes:

- surrounding children with visuals, images, actions, and talk, which they then use to construct their own understandings.

- using focused instruction with content concepts and vocabulary as well as comprehension strategies to support kids to move toward independence.

- scaffolding students so that they transfer their ways of thinking and knowledge in their home language into English.

- linking reading and thinking strategies to appropriate language structures and frames so that children draw, talk about, and write about their new learning and content knowledge in English.

- providing intensive language practice to integrate oral and written English conventions into ongoing literacy instruction.

For children learning English, this supportive scaffolding takes place in sessions both before (the Preview) and after (Extensions) the whole-group *Toolkit* lesson (see the user's guide section below).

Learning Can't Wait:
Scaffolding Conceptual Development and Building Knowledge

Children use many pathways—concrete experiences; interacting with visuals, texts, and artifacts; and lots of talk and discussion—to build their understanding and knowledge of the world. Comprehension is about so much more than the words on the page. As children learn a new language, they build their conceptual understandings of text "through purposeful talk, viewing, and creating images, hands-on experiences, and, of course, reading." Commins (2011) suggests that what makes a difference for English learners is how information is presented and how students are given access to the ideas in texts and materials. This means unpacking concepts and ways of thinking that native speakers of English may take for granted: for instance, how to ask and articulate questions or how to activate and express background knowledge that furthers understanding during reading.

Honoring the language(s), ideas, and experiences that children bring to school provides a springboard to launch them into new learning. Commins (2011) notes, "The key in a linguistically diverse environment is that teachers always mediate understanding by building the conceptual understandings in the text through visual imagery and oral discussion, not just the written word." Viewing photographs, images, maps, and diagrams and engaging in

lots of discussion surrounding it all build children's "conceptual reservoir." This is Commins's term for students' store of experiences and knowledge that helps them access and understand both the world around them and the academic language demands they encounter in school. Ideally, students build this conceptual reservoir in both their home, or heritage, language *and* the language they are in the process of learning. For us, biliteracy (or even tri-literacy!) is the gold standard—so that children become ever more literate and accomplished in their home language as well as in English. The goal of this resource, however, is to share practices that teachers working primarily in English can use to make learning in a new language accessible, comprehensible, and engaging for students.

Toolkit instruction is all about acquiring and using knowledge. When students think about the content they are learning, facts and information become knowledge, which in turn builds a strong foundation for future learning.

"We teach kids to think so they can acquire and use knowledge"

Information → Thinking → Knowledge

"We turn information into knowledge by thinking about it."

Harvey and Goudvis 2007
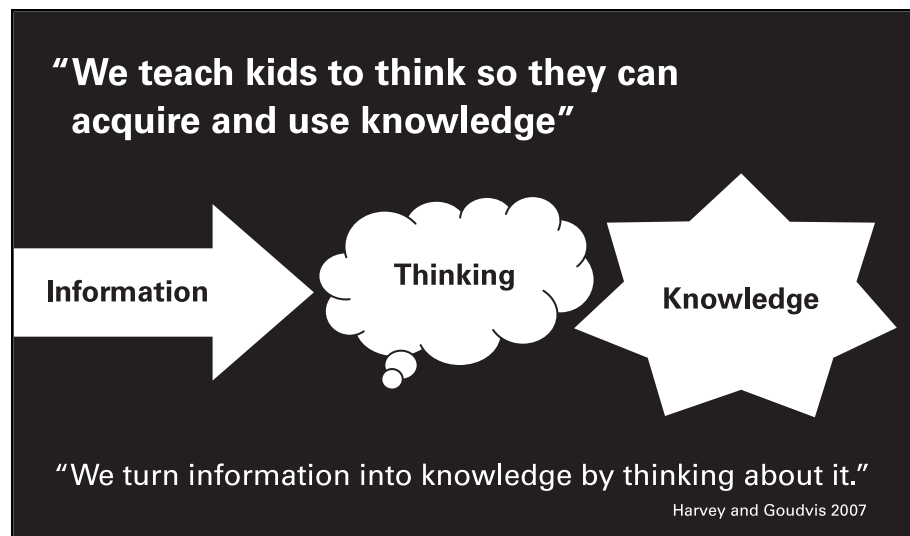
P. David Pearson's idea—Today's new knowledge is tomorrow's background knowledge—underlies the importance of "reading to learn" beginning in kindergarten (if not before). Students experience developmentally appropriate comprehension instruction and teaching from their earliest years of schooling, encountering and thinking through information and ideas in a wide variety of texts. Combined with *Toolkit* practices, the sessions in *Scaffolding* zero in on these, as well as other Common Core State Standards for English language arts.

> *From the Reading Standards for Informational Text K–5*:
> **Standard 1** (grade 3): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Standard 2 (grade 5): Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Standard 6 (grade 3): Distinguish their own point of view from that of the author of a text.

Standard 7 (grade 4): Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

From the Speaking and Listening Standards K–5 (grade 5):

Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners *on grade 5 appropriate topics and texts*, building on others' ideas and expressing their own clearly.

To our way of thinking, these standards aren't simply items to check off on an instructional to-do list. *Toolkit* practices create an environment in which thinking routines, comprehension strategies, and content-rich conversations are integral to ongoing, everyday reading instruction. Children are encouraged to become lifelong learners who read actively and independently across the curriculum and who engage their minds and understand what they read. The following sections of this Introduction discuss how this can happen in inclusive, linguistically and culturally diverse classroom settings.

Good Teaching Practices Matter:
Building an Inclusive Classroom Community

Whole-group instruction, small-group sessions, and the gradual release of responsibility approach are foundations of *Toolkit* and *Scaffolding* lessons. In *Toolkit* whole-group learning, kids participate in guided discussions designed to get at significant issues, ideas, and concepts. The teacher is more of a "guide on the side" than a "sage on the stage"—so that kids spend much of the lesson interacting with one another as they read, listen, view, talk, draw, and write. Rich talk about text provides students learning English with the sophisticated language and thinking that support their growing understanding and long-term learning. Discussions about shared texts build a community of learners, thinkers, and communicators who ask questions, debate opinions, actively use knowledge, work as a team, and ultimately care about each other and their place in the world.

We emphasize whole-group instruction in the *Toolkits* because we want all kids—no matter what their language background—to engage in spirited

discussions and interactions about their reading. Children, regardless of their level of English proficiency, learn a great deal from their peers as they listen to the ongoing discussion and contribute their ideas to these whole-class conversations. All kids should experience a language environment that surrounds them with thoughtful conversations about texts and content. The last thing kids who may require additional language or content support need is to be pulled out during a language- and concept-rich whole-class *Toolkit* lesson.

That's why the small-group Preview sessions in this resource provide English learners with an advance "snapshot" of what will happen during whole-group *Toolkit* instruction so they are fully prepared to participate actively in the lesson. The gradual release of responsibility framework provides the structure for these Preview sessions—teacher modeling that is short and sweet combined with guided practice that introduces kids to content vocabulary and concepts and let's them practice thinking strategies in a small, interactive group setting. As in the whole-group *Toolkit* lesson, children sit together so they can interact with each other, and the teacher can listen in and observe how well they are understanding what is going on. Kids turn, talk, and collaborate to make meaning. An interactive discussion allows the teacher to see what students are thinking and learning, so that he or she can adjust instruction to meet individual needs.

During the whole-group *Toolkit* lesson, the teacher checks in with English learners as she confers with students during guided practice. She may reinforce a vocabulary word or concept with kids who need a bit of reteaching or support children to continue and extend the written responses they began during the small-group preview before the lesson. Making sure kids have a solid understanding of the focus comprehension strategy prepares them to work on their own or in pairs during independent practice. Ongoing assessment and observations allow the teacher to make mid-lesson corrections and plan subsequent instruction for both native and second language speakers. All of these practices allow teachers to differentiate instruction and teach responsively.

This process of moving from modeling, to guided practice, to collaborative and independent practice falls under the instructional approach known as the *gradual release of responsibility*. (See *The Primary Comprehension Toolkit* Teacher's Guide, pages 23 and 24, for more information on gradual release of responsibility.) Gradual release of responsibility is a highly effective teaching model for all learners and is especially so for English language learners. The carefully controlled pacing, extensive opportunities for teacher monitoring, and high degree of teacher and peer support before students are let loose on their own provide optimum scaffolds for both language and comprehension growth.

A User's Guide to This Resource

While the *Toolkit* lessons encourage 24/7 differentiation and work well in classrooms with students who demonstrate a wide range of reading, speaking, and writing proficiencies, this book is intended to help classroom teachers, literacy specialists, ELL specialists, and anyone who works with children learning English enrich and ensure access to the learning environment created through the *Toolkit*.

For every lesson in the *Toolkit*, there is a matching lesson in *Scaffolding* The Primary Comprehension Toolkit *for English Language Learners*, and each *Scaffolding* lesson contains three main parts, or sessions, that are designed to make learning visible, concrete, and engaging:

1. **Preview the *Toolkit* Lesson** is taught prior to the whole-group *Toolkit* lesson to prepare new speakers of English to actively participate in it. The small-group Preview focuses on content information and comprehension strategies and is designed to last 20–30 minutes

2. **Teach the *Toolkit* Lesson** suggests ways to engage ELLs in the lesson taught from the *Toolkit* strategy book.

3. **Extend the *Toolkit* Lesson** includes two different sessions, both designed to follow the whole-group *Toolkit* lesson:
   - **Language Practice.** This session makes explicit particular aspects of the English language and is usually related to the whole-group lesson, although it can be taught independently of the *Toolkit* lesson.
   - **Content and Comprehension Extensions.** This session both reinforces and extends the learning from the whole-group lessons. Ideally, these learning opportunities are offered to native and second language speakers alike and provide a way to continue the collaborative work begun during the whole-group *Toolkit* lesson.
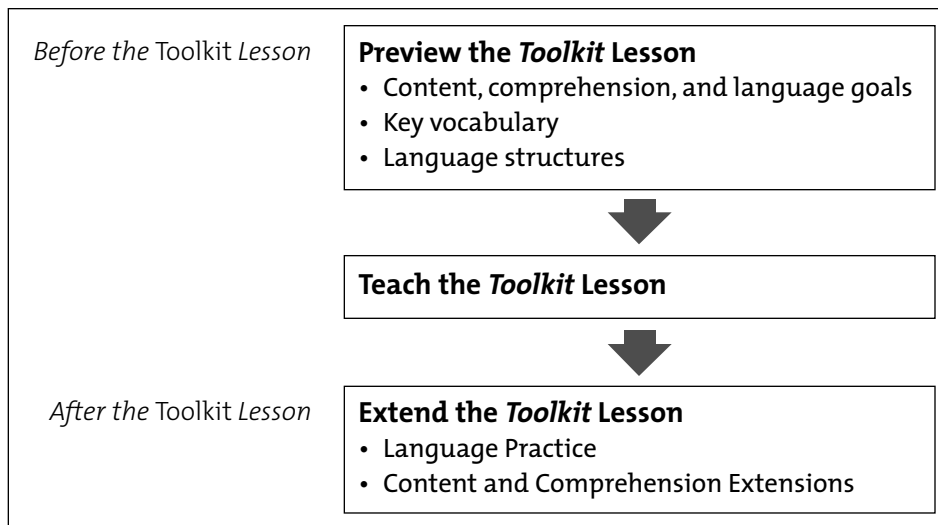
Before the Toolkit *Lesson*	**Preview the *Toolkit* Lesson** • Content, comprehension, and language goals • Key vocabulary • Language structures

⬇

	Teach the *Toolkit* Lesson

⬇

After the Toolkit *Lesson*	**Extend the *Toolkit* Lesson** • Language Practice • Content and Comprehension Extensions

The Lesson

LESSON *3* . . . *in support of* . . .

EXPLORE **Nonfiction Features**

Create *Nonfiction Feature* books

PREVIEW GOALS

We want students to

CONTENT ▪ write and draw about their own topics or real-life experiences.
COMPREHENSION ▪ understand how to use nonfiction features in writing and drawing.
LANGUAGE ▪ practice writing and reading simple sentences.

KEY VOCABULARY

COMPREHENSION WORDS
all nonfiction feature vocabulary (*photographs, captions, labels,* etc.)

CONTENT WORDS
words related to the children's own topics

LANGUAGE STRUCTURES

Simple descriptive sentences facilitate discussion of text features.

This is a picture of _____. It is _____.
This is _____. It is _____ and _____.
This is a _____. It shows _____.

Lesson 3: Explore Nonfiction Features | 13

Overview Page

Each *Scaffolding* lesson begins with an overview page that lists the content, comprehension, and language goals of the Preview session and highlights the content and comprehension vocabulary as well as the language structures important to understanding and participating in the *Toolkit* lesson. This page notes the teaching content to focus on during the Preview and to keep in mind during the *Toolkit* lesson.

Preview Goals

Giving kids a head start with **content** information, **comprehension** strategies and processes, and specific **language** structures for articulating thinking contributes to making the whole-class *Toolkit* lesson comprehensible for children learning English. During the Preview, we zero in on the content, preparing students to understand the vocabulary and concepts they will need to grasp the ideas and information presented during the lesson.

On the overview page, we list the thinking and comprehension strategies we want to review or pre-teach before the *Toolkit* lesson. We highlight the language of comprehension so that students can link the thinking strategies— such as making connections, asking questions, and drawing inferences—to the language they will use to express their thinking in English. Being clear about how to express themselves as they talk about both content information and thinking strategies enables students to become confident participants, especially when they work independently during collaborative and independent practice.

Key Vocabulary

We make a distinction between **comprehension** process vocabulary and **content**-specific vocabulary. Both are listed here; both are essential. Kids need to be able to talk about both their thinking strategies *and* the content they are learning. In the Preview, we introduce comprehension strategies that are integral to the whole-group lesson, teaching the words and language frames kids will use to talk and write about their thinking processes. Content-specific vocabulary is reinforced through conversations and the use of visuals. We build lesson vocabulary and concepts in the Preview by doing picture walks with the text, illustrations, and photographs; by making word walls with text and images; by bringing in real objects for children to explore; by streaming video and exploring interactive websites; and by role-playing or

acting out different scenarios. Visuals and anchor charts that make the vocabulary, information, and comprehension strategies explicit are co-created by teachers and kids and used later to support kids' participation in the *Toolkit* lesson.

Language Structures

We use a variety of language structures or language frames as a linguistic scaffold or bridge that supports students to express their new learning and acquire academic language. The language frames and structures we introduce in the Preview and list here on the overview page link the comprehension and thinking strategies with the language students use to articulate their learning and understanding. The language structures support our introduction of the comprehension strategies and instructional routines that are the focus of the whole-group lesson. Creating a consistent and common language across the grades saves kids from having to figure out and contend with ever-changing instructional jargon. In the Preview, we familiarize students with the language frames and structures that allow them to articulate and share their thinking so that they begin to internalize the comprehension strategies as tools for learning.

Work on these language structures during the Preview provides kids with a starting point for discussion and scaffolds instruction so that when kids participate in the lesson, we know they have a better shot at understanding what is going on. The question "How do you say that?" is answered. Using these structures and frames, the teacher and students explicitly talk about their thinking, draw or sketch their ideas and thoughts, and respond both to the text and to each other. Introducing specific language structures provides students the opportunity to express themselves through discussion and writing and supports the way we talk and write in an academic setting.

The Lesson (continued)

Preview the *Toolkit* Lesson

Continuing work with visual and text features, the Preview gives kids a head start on the *Toolkit* lesson.

Used with permission from *TIME For Kids*. From *National Geographic Young Explorer*. Reprinted by permission.

- Review the nonfiction features from the anchor chart created in *Toolkit* Lesson 2. Support kids by having examples of each of the features on display or easily referenced. Looking at the *TIME for Kids* poster "Taking a Trip" or the National Geographic *Fly with a Butterfly* magazine, have kids identify the features.

- Ask children to choose a visual feature to talk about. Start with a basic frame, and guide students to add to it. *This is a picture (illustration, map) of _____. It is _____.*

- One option is for children to write and draw about themselves, their families, their favorite foods, or their favorite activities. They write labels and captions to explain their illustrations.

This is a picture of my house. It's beautiful.

Child's response from Preview.

Writing Captions

This is a picture of _____. It is _____.

This is _____. It is _____ and _____.

This is a _____. It shows _____.

- As an additional support, provide students with a page of nonfiction features represented with images. (See the sample chart on page 26 of Lesson 3 in the *Toolkit* Monitoring Comprehension book.)

14 | Scaffolding *The Primary Comprehension Toolkit* for English Language Learners

Preview the *Toolkit* Lesson

We begin the Preview by setting clear purposes, focusing on content, comprehension, and language goals. Next, we address content- and comprehension-specific vocabulary used in the *Toolkit* lesson. Finally, we link the comprehension strategy or strategies being taught with the specific language structures, or frames, students will use during the *Toolkit* lesson.

The purpose of the Preview is to make sure students are ready to engage with the content and comprehension strategies central to the whole-group lesson. During the Preview, we:

- introduce key concepts, vocabulary, and ideas important to lesson content.

- pre-teach comprehension and thinking strategies that are the focus of the lesson.

- use photographs, illustrations, and real objects to make content vocabulary and concepts in the text comprehensible.

- create and use images to make thinking visible and support students' comprehension of the text they will be reading and writing.

- introduce and practice language structures children use to talk about content and articulate the thinking strategies that are the focus of the lesson.

- build anchor charts for language structures, vocabulary, and content that support students during the whole-group lesson.

- practice instructional routines that encourage students to express themselves as a way of advancing participation during the whole-group lesson. This supports children as they move toward independence during the practice portions of the *Toolkit* lesson.

The Preview builds students' confidence and provides them an opportunity to practice particular aspects of the lesson that may be challenging for new speakers of English. They do this as part of a supportive group with explicit teacher guidance and extensive conversation. These sessions allow the children abundant think time as well as the chance to talk about their ideas and questions while providing a space to lessen the anxiety that may come when speaking a new language.

During the Preview, it is important to encourage and celebrate students' language approximations. "Give it a try!" is the rallying cry when the teacher can give the students the attention needed to work on content vocabulary and comprehension goals. Teachers have the opportunity to quickly assess where kids are with respect to understanding the content and comprehension strategies. Time spent on a good Preview lesson gives the kids a solid understanding of what will happen in the *Toolkit* lesson and ensures that the information is more comprehensible and that there are fewer surprises.

The Lesson *(continued)*

Teach the *Toolkit* Lesson

Make sure the sentence frames for describing pictures (the Writing Captions chart) and the nonfiction features anchor chart from *Toolkit* Lesson 2 are easily visible during this lesson.

If students have begun work on their book about themselves during the Preview, encourage them to continue this during the Guide portion of the lesson. Remind them to look at the anchor chart for ideas for features to include.

TOOLKIT GOALS

We want students to
- pay attention to both visual and text features and become aware of the difference between them.
- understand that the purpose of features is to give readers more information and a more complete understanding.
- create their own *Nonfiction Feature* books that they will refer to when reading and writing nonfiction.

Extend the *Toolkit* Lesson

LANGUAGE PRACTICE Prepositions — Language practice with prepositions is fun, especially when kids can act them out. In this lesson, children view images of butterflies to help them talk about and then write descriptive sentences with prepositions.

Create an anchor chart with pictures of the butterflies illustrating prepositional captions, (for example, *on a twig, under a leaf, above a flower*). Leave the actual preposition as a blank space to be filled in later by the students.

Student work for Language Practice.

Lesson 3: Explore Nonfiction Features | 15

Teach the *Toolkit* Lesson

As we teach the whole-group *Toolkit* lesson, we use the anchor charts, language frames, and any other visuals we developed with the students during the Preview. These scaffolds support English language learners, reminding them of the content vocabulary as well as the language and thinking strategies they will use during the lesson. Each lesson, of course, follows the gradual release of responsibility framework, which is the cornerstone of classroom instruction that supports all children as learners but is especially important as we teach children learning English. As we teach the *Toolkit* lesson, we keep in mind the following for our English language learners:

- Children learning English often have a great deal of background knowledge about the lesson content or topic; they may simply not be able to express it in English. When kids have already accessed and discussed their background knowledge (regardless of whether they have done this in their home language and/or English), they will be more prepared to and confident about sharing what they already know during the large-group lesson.

- We invite children who have participated in the Preview to occasionally teach the whole class some of what they have learned during the Preview. This gives their learning from the Preview a clear purpose and encourages all kids to activate and discuss their background knowledge about the topic.

- During modeling and guided practice, kids are encouraged to turn and talk in a language they choose and then try to express their ideas in English. Talking and conversing in any language solidify conceptual understanding.

- During modeling, kids turn and talk frequently so that they stay engaged and, through their conversations, process what the teacher is doing and saying. Turning and talking to share thinking is extremely important for English learners so that they can rehearse comments and thinking they would like to share out with the whole group. When kids try out their ideas with a partner first, they are more confident and they worry less about making a mistake.

- As children participate in the discussion, teachers have an opportunity to mediate and support children to expand on their responses. We encourage all kids to extend their responses by saying: "Tell me more about what you are thinking." "Can you say more?" "What else do you think?" This added support is particularly important for English learners, and when we model this "Tell me more" language, kids often use these same encouraging comments with their classmates.

- Guided practice is an important part of the whole-group lesson. It enables students to work collaboratively before they are asked to work independently. Students can practice what is expected of them with a partner, and this provides students who may need more help with opportunities to take a risk with plenty of peer support.

- Guided practice also gives the teacher the opportunity to quickly check that students understand what they are being asked to do and correct any misunderstandings.

- As kids move into collaborative and independent practice, we make note if some children need to review a concept or strategy and spontaneously gather a small group for a quick recap. Students can opt to remain on the rug for a quick review if they would like more guidance before going off on their own. This extra attention can make the difference between a confused and a confident independent learner.

- Conferences during independent and collaborative practice enable us to tailor instruction to children's individual needs, including second language needs. We might briefly reteach a vocabulary word or concept that children may not have grasped initially. We continue to model language that students can use as they continue to work with each other during collaborative practice.

- During collaborative and independent practice, we ask children to rehearse what they plan to share with the entire group. This gives all kids more confidence to take a risk speaking in front of the class and is especially helpful for children presenting in a second language. As we confer, we encourage students to organize their thoughts, suggesting, "You should say that when we share! Say it again so I remember what you said."

The Lesson *(continued)*

Teach the *Toolkit* Lesson

Make sure the sentence frames for describing pictures (the Writing Captions chart) and the nonfiction features anchor chart from *Toolkit* Lesson 2 are easily visible during this lesson.

If students have begun work on their book about themselves during the Preview, encourage them to continue this during the Guide portion of the lesson. Remind them to look at the anchor chart for ideas for features to include.

TOOLKIT GOALS

We want students to
- pay attention to both visual and text features and become aware of the difference between them.
- understand that the purpose of features is to give readers more information and a more complete understanding.
- create their own *Nonfiction Feature* books that they will refer to when reading and writing nonfiction.

Extend the *Toolkit* Lesson

LANGUAGE PRACTICE
Prepositions

Language practice with prepositions is fun, especially when kids can act them out. In this lesson, children view images of butterflies to help them talk about and then write descriptive sentences with prepositions.

Create an anchor chart with pictures of the butterflies illustrating prepositional captions, (for example, *on a twig, under a leaf, above a flower*). Leave the actual preposition as a blank space to be filled in later by the students.

Student work for Language Practice.

Lesson 3: Explore Nonfiction Features | 15

Write prepositions on cards or Post-its: *above, across, around, down, from, in, inside, off, on, out, outside, through, to, under, up.* Then act out and demonstrate them. For example, act out what a butterfly does: *Glide around the room. Flutter up and down. Land on the floor or under a desk. Fly across the room to sit on a "flower."*

Anchor chart for Language Practice.
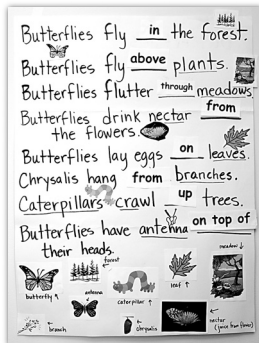
Pass out the preposition Post-its to students. Read the prepositional phrases on the chart, prompting the student who has the correct preposition on his or her Post-it to stick it into the blank space on the anchor chart.

Practice pronouncing, reading, and acting out each preposition as the students place them on the chart.

Release the children to draw and then write prepositional phrases.

The butterfly sits _____ the leaf.
The butterfly drinks nectar _____ a flower.
The butterfly flies _____ the forest.
The butterfly flutters _____ the wildflowers.
The butterfly lands _____ the garden.

CONTENT AND COMPREHENSION EXTENSION
To create a short PowerPoint presentation, kids work with a partner and choose a topic. They create a few blank slides and add photographs or other images to these. They can add labels, captions, and other features. Experimenting with colored fonts or even animations keeps kids interested and engaged in thinking about how they will use text and visual features to communicate information.

Child's work for Content and Comprehension Extension.

16 | Scaffolding *The Primary Comprehension Toolkit* for English Language Learners

Extend the *Toolkit* Lesson

After the whole-group *Toolkit* lesson, we convene small-group sessions to reinforce and extend the work that was begun during the lesson.

Language Practice

Language practice sessions provide explicit practice with grammar, syntax, and oracy and, in most cases, are related to lesson content. *Oracy* is defined as those aspects of oral language that need to be explicitly taught and practiced by students learning English. Explicit practice with more abstract grammatical structures, idioms, modal verbs, conditional phrases, and other aspects of language is important to children's developing knowledge of a new language. The focused language practice in these sessions supports children studying a new language to more easily articulate their thinking and become more confident speakers and writers. The lessons are designed so that children at a variety of language stages can access them and teachers can easily differentiate to meet the needs of the students.

Content and Comprehension Extensions

To build a strong foundation for thinking, learning, and understanding in the disciplines of literature, science, and social studies, kids need exposure to many topics, ideas, and issues as well as the time to delve into them. Although the *Toolkit* lessons cover many different topics, these sessions are an opportunity go a little deeper and extend children's learning to develop their vocabulary and content knowledge as fully as possible. Many of the extensions emphasize active learning with online sources or collaborative projects that take thinking further.

Options for extensions provide the whole class and/or English language learners with opportunities to engage in higher-level thinking tasks as they pursue some aspect of the lesson topic that interests them. The extensions also encourage kids to apply the comprehension strategies learned during the lesson to other con-

texts and tasks. We specifically design ways in which kids can create in-depth projects and investigate their own questions.

The sessions that surround the *Toolkit* lesson—the Preview, Language Practice, and Content and Comprehension Extensions—encourage collaboration around *Toolkit* comprehension instruction, all day and every day. These practices, we believe, give children learning a new language the best chance to become thoughtful comprehenders and increasingly independent readers, writers, and thinkers.

The Content and Comprehension Extensions are appropriate for small groups or the whole class. They provide time for students to delve more deeply into topics and questions prompted by the *Toolkit* lesson. All children benefit from participating in discussions, investigations, and projects in a linguistically diverse group that encourages kids to pursue their own interests and questions. While these sessions are teacher-guided initially to launch kids into extended study, they are designed to encourage pairs or small groups of children to continue the work on their own, without the direct involvement of the teacher.

How to Use This Resource

In culturally and linguistically diverse schools, literacy instruction for both native speakers of English and for children learning English takes many forms and configurations. This resource is designed for maximum flexibility so that classroom teachers and ELL specialists can design instruction that best fits their school's model. Regardless of programs or instructional models, the most effective collaborative efforts involve all the teachers in a building: classroom teachers, ELL specialists, librarians, special ed teachers, literacy specialists, and anyone else for that matter. Collaborative instruction is a powerful force that energizes everyone to be responsible for all students' learning and to continually refine and improve their teaching practices. When teachers plan together, teach together, and meet together to reflect on kids' learning, this has a real and lasting effect on the quality of instruction.

Classroom Configurations and Instructional Options

The lessons in *Scaffolding* The Primary Comprehension Toolkit *for English Language Learners* can be used as teachers work together in classrooms in which:

- all or most of the students are native English speakers with a small group of English learners who speak a variety of different home, or heritage, languages.

- all or most of the students are native English speakers with a small group of English learners, most of whom speak the same home language.

- all or most of the children are learning English and may speak many different languages.

- all or most of the children are learning English, and many or all have a home language in common.

On the two following pages, we have outlined a variety of teaching options for classrooms with students of differing language backgrounds. While the optimum situation is one in which classroom teachers and ESL specialists collaborate on teaching the Preview, Language Practice, and Content and Comprehension Extensions sessions, all sessions are short enough to be taught by the classroom teacher.

Class Composition and Teaching Options

Class Composition	Teaching Options	How Can I Organize and Manage This?
Primarily native English speakers and some ELLs with varying language backgrounds	**Classroom teacher** The classroom teacher does the Preview and Language Practice with a small groups of ELLs.	Preview and Language Practice sessions are short and focused—the teacher convenes the small group while other children work on their own, reading, writing, participating in centers, doing research, etc.
	Classroom teacher collaborates with ESL specialist An ESL specialist who works with small groups in the classroom during the literacy block teaches the Preview before the *Toolkit* lesson and Language Practice session after it. If possible, he or she works with the whole class, including ELLs, during the *Toolkit* lesson.	Collaboration between the classroom teacher and ESL specialist is encouraged. Sharing the responsibility for teaching the sessions and *Toolkit* lessons and working as a team are the best way to meet the individual needs of all kids.
Primarily native English speakers and some ELLs from the same language background	**Classroom teacher** The classroom teacher does the Preview and Language Practice with a group of ELLs. The rest of the class works independently during these small-group sessions. (See several suggestions for managing independent work time below.)	Children turn and talk in their home language even if the teacher does not speak it. This can build children's confidence so they participate as the lesson continues in English. If the teacher speaks the children's home language, this can be worked into the Preview to provide more support for transitioning from one language to another.
	Classroom teacher collaborates with ESL teacher or another teacher who can support children's home language If the teacher or another adult in the classroom speaks the children's native language, using it during the Preview can support children to use both languages.	The classroom teacher and ESL teacher co-teach lessons and plan together how to best merge the Preview and Language Practice sessions with *Toolkit* instruction. The idea is to maintain cohesiveness among the different parts of the lesson so that students are better able to understand the content and participate.

Class Composition	Teaching Options	How Can I Organize and Manage This?
All or most of the class are ELLs who speak a common language or are from varying language backgrounds (continued)	**Classroom teacher** The classroom teacher teaches the Preview with the whole class. The Preview is adapted to language needs of the students. **Classroom teacher collaborates with ESL specialist** With support from an ESL teacher, the two teachers can do the Preview together. If the ESL teacher works in the classroom, the Preview can be more carefully targeted to the language needs of the children. For instance, one teacher might work with newer speakers of English who need a more extensive preview. If the ESL teacher works with ELLs outside the classroom, providing a solid Preview experience as well as Language Practice and Extension sessions, close collaboration between the classroom teacher and ESL teacher is necessary for coherent and well-thought-out instruction both inside and outside the classroom.	The Preview can be used flexibly so that it makes sense for all children to participate in it. The classroom teacher and ESL teacher co-teach lessons and work and plan together how to best merge the Preview and Language Practice sessions with *Toolkit* instruction. The idea is to maintain cohesiveness among the different parts of the lesson so that students are better able to understand the content and participate.
Bilingual/dual language classrooms	**Classroom teacher** The *Toolkit* lessons can be taught as is, in English, with the Preview, Language Practice, and Content and Comprehension Extensions we recommend, or a bilingual teacher can deliver the *Toolkit* lesson in the children's home language and do the Language Practice as an English language development lesson. **Team teaching** This is particularly effective with teachers of both English and Spanish (or whatever other common language students share) or a classroom teacher with an ESL specialist. Of course, instruction is most effective when teachers plan and focus their instruction on students' specific language and learning needs.	Planning for bilingual instruction may take more time and preparation because it involves finding available materials in other languages. (See *Toolkit Texts* for articles at different reading levels that are in both English and Spanish.) This option gives the students a knowledge base in their heritage language that they can transfer to English. The Language Practice sessions provide English learners with explicit grammar and oracy practice in their new language.

Pacing Considerations

Many teachers teach a whole-group *Toolkit* lesson once or twice a week, and then on the days following each lesson, children practice these same *Toolkit* strategies in their own reading. Children learning English, of course, also need plenty of time to practice using the *Toolkit* strategies as they read independently. But this is also a time when a small group can meet for a short time to focus on the Language Practice related to a particular lesson. Again, in collaboration with an ESL specialist, either the classroom teacher or the specialist can work with the small group while the other teacher confers with students who are working on their own.

Content and Comprehension Extensions can take place almost anytime kids are able to work on their own—especially during reader's and writer's workshop. There are additional suggestions for taking *Toolkit* instruction into content areas such as science and social studies in *The Primary Toolkit* Teacher's Guide, pages 59–64.

Pacing Possibilities

Day 1	Day 2	Day 3	Day 4
Convene a small group and teach the **Preview** for the upcoming *Toolkit* lesson while the whole class works independently. If an ESL specialist is available, the ESL teacher teaches the **Preview** as the rest of the students work on their own. The classroom teacher can move around the room conferring with individuals or pairs of students or can convene other flexible small groups based on needs.	Teach the **whole-group** *Toolkit* **lesson**. Complete the modeling and guided practice portions of the lessons. Begin collaborative and independent practice with the whole group. With an ESL specialist present, both the classroom teacher and ESL specialist can confer with individuals and pairs, identifying students who might benefit from the follow-up **Language Practice** session. An option is to teach this following the *Toolkit* lesson or on Day 3.	The class continues to engage in collaborative and independent practice with the *Toolkit* focus strategy from Day 2. Provide a **Language Practice** session for English learners during this time, taught by either the ESL specialist or the classroom teacher. Begin a **Content and Comprehension Extension** for a small or large group.	Children continue practicing the strategy in their own reading. Extend the **Content and Comprehension Extension** session for interested kids or the whole class, including native English speakers as well as English learners. Kids use *Toolkit* practices and strategies to pursue their own research and projects.

Small-Group Instruction

Children differ, and the most effective use of this resource occurs when we convene a group of kids who will find the whole-group lesson much more comprehensible because they have experienced the small-group Preview and Extension sessions. Participating in the Language Practice and Content

and Comprehension Extension sessions reinforces and extends the language and grammatical structures and the content concepts and ideas from the *Toolkit* lesson. With the ESL specialist or other support staff, decide which children would benefit from the Preview, Language Practice, and Content and Comprehension Extensions. The goal of this resource is to target carefully scaffolded instruction to the language and comprehension needs of kids. Children participating in these different sessions may or may not be the same group of children.

When convening a small group, consider:

- how accessible the content is for English learners. Convene a group of children who are unfamiliar with the specific vocabulary or concepts surrounding the lesson. Prepare the suggested anchor charts or visuals ahead of time so that maximum instructional time can be spent interacting with the students.

- the children's familiarity with a particular comprehension strategy or strategies. If you know that the comprehension language and strategy are new to some students, emphasize the thinking strategies and language structures in the Preview.

- the children's proficiency with grammar and oracy, particularly related to the content of specific Language Practice sessions.

- finding a time in the day when most of the class is working independently to allow you 20–30 minutes with a small group. Most schools with children learning English set aside time for ELL instruction—either by the classroom teacher or by a specialist. Teaching the Preview and/or Language Practice sessions is an excellent use of instructional time designated for English learners. If you are working with a reading specialist or language specialist, make the Preview, Language Practice, and Content and Comprehension Extensions sessions an instructional priority for one of you. Teaching the Preview the day before the whole-group *Toolkit* lesson works well. Or, teaching it on the same day, right before the *Toolkit* lesson, ensures that the new information and ideas are fresh in the kids' minds for the whole-group lesson.

Creating and managing small groups require time and effort from both teaching teams and the solo classroom teacher—but the differentiated instruction that small-group teaching fosters has clear benefits for the individual learner. Still, the question most often asked is: *What are the other kids doing while I teach small groups?* When we meet with small groups, the rest of the class is engaged in reading, writing, and researching. To make sure kids experience meaningful collaborative and independent practice, the following instructional and management strategies have proved helpful. A classroom environment that encourages independent learning includes:

- small tables, work stations, or centers with easily accessible books, photographs, and other resources that kids can and want to read.

- easily accessible and copious supplies such as markers, pens, pencils, different-sized paper, posterboard, and stapled pages for blank books to encourage kids to respond to learning.

- easily viewed posters and anchor charts from previous *Toolkit* lessons that guide kids as they read, write, and respond using a variety of comprehension strategies.

- access to a potpourri of familiar thinksheets and scaffolds so kids can record their thinking on their own or with a partner.

- response journals, content notebooks, and other ongoing response options so that kids can keep track of their learning and thinking as they read, write, talk, draw, and investigate.

Following are some examples of collaborative tasks, centers, and work spaces that are engaging for kids.

Nonfiction Feature Center. Kids choose from magazines, photographs, books, approved websites, and other resources that are engaging and accessible. They read, view, and write about the information, creating their own page or poster using appropriate nonfiction features to organize and share their new learning. Posting the Nonfiction Feature Chart created during *Toolkit* lessons guides kids to incorporate a variety of features as they write to teach others what they have learned. This center can be created after the Monitor Comprehension and Activate & Connect lessons.

Make Connections with Realistic Fiction. Following Lesson 6, put together a text set of realistic fiction picture books that kids can really connect to—making text-to-self, text-to-text, and text-to-world connections. Kids use thinksheets like the Connection/How it helped me understand scaffold to monitor and reflect on their understanding.

Research Center: Investigate on Your Own! At this center, kids use a variety of think sheets and note-taking scaffolds to find out more about current classroom science or social studies topics. Resources can include books, visuals, CDs, interactive website links or recommendations, and other resources that will extend kids' knowledge about a topic under study. Favorite note-taking scaffolds include:

- Notes/Thinking
- What I Learned/ What I Wonder/ Wow!
- Facts/Questions/ Responses

The Content and Comprehension Extensions with each lesson in this resource have ideas for encouraging kids to investigate and explore on their own.

Book Conversations. What does Smokey Daniels suggest kids do after they finish reading a book? Talk about it with someone and then choose another book to read! "Keep On Reading" might be a *Toolkit* mantra, but we know that kids don't always fully understand thinking and comprehension strategies after one or two group lessons. What better way to provide meaningful work and reinforce *Toolkit* instruction than to set up a conversation corner (or center) where kids can talk about what they read? Several suggestions recommended in *The Daily Five* (Boushey and Moser 2006) might be helpful:

- Kids read (and talk) to someone about their reading.
- Kids (talk and) write about their reading.
- Kids listen to a friend talk about his or her great read.

For ideas for more extensive literature circles and even inquiry circles where kids work together to investigate a topic they are curious about, see *Comprehension and Collaboration* (Harvey and Daniels 2009).

Collaboration Is Key

Rather than developing or implementing several different programs for linguistically diverse students as well as those children who are native speakers of English, we believe it is essential to create one instructional plan that is responsive to the learning and language needs of all the kids in the school (Commins and Miramontes 2005). But this requires that classroom teachers and specialists make a deliberate and sustained effort to collaborate. When teachers and the principal collaborate on instruction together on a regular basis, the result is an inclusive and cohesive plan that translates into consistent instruction within and across grade levels. The time spent planning content lessons and differentiated reading, writing, and language instruction supports all kids, not just children learning English, to access and understand the content and the curriculum.

Before you teach a specific set of *Toolkit* strategy lessons, it is helpful for classroom teachers and the appropriate specialists to plan together and create a vision for *Toolkit* instruction with English language learners, including pacing, timing, and differentiated instruction. It takes a village to meet the needs of linguistically and culturally diverse students, and making sure the adults in the environment all understand their responsibilities and roles will go a long way in ensuring successful implementation.

See *The Primary Comprehension Toolkit* Teacher's Guide, pages 50–55, for ways that *Toolkit* instruction can be planned to fit into the school day and year.

Emphasizing *Toolkit* Principles and Practices with Culturally and Linguistically Diverse Students

The following foundational principles and practices found throughout *The Comprehension Toolkits* are particularly important as we teach linguistically and culturally diverse students. When teachers put these practices to work in classrooms, they create powerful opportunities for teaching and learning with children who are learning English as a new language. For additional information on each of these areas, consult the *Toolkit* Teacher's Guides.

Immerse kids in nonfiction.

If it's important for all kids to become immersed in nonfiction, it is essential for children learning English to spend a lot of time reading it. Hands down, it's the most accessible genre for children learning a new language. For more on this, see *The Primary Comprehension Toolkit* Teacher's Guide, pages 8–11.

Make thinking visible.

Multimodal forms of teaching and learning heighten children's engagement throughout our sessions for English learners and the whole-group *Toolkit* lessons. Posters, anchor charts, features, and many visuals make the written and spoken words more comprehensible for children learning a new language. Meaning is made explicit when kids view, touch, feel, experience, listen, read, write, talk, draw, and dramatize. In short, they experience and then create and construct the language, actions, and ideas that further their knowledge of the world.

Making our words and thinking visible and as concrete as possible means that teachers and kids co-construct many different kinds of anchor charts to display throughout the room during the lessons. We model for kids how to represent their thinking with a quick sketch or drawing or with a scenario they dramatize. Working in different modalities helps kids show what they know or think and provides helpful scaffolds as they talk about and share their learning. For more on making thinking visible, see *The Primary Comprehension Toolkit* Teacher's Guide, pages 27 and 28.

Teach a common language for learning.

Creating a common language for literacy and learning builds a foundation for students to work from in both the acquisition of English and the comprehensive use of academic language. For kids learning a new language, having a clear, consistent language that describes thinking and learning routines is essential.

Our definition of a common language includes specific strategy language as well as language that guides thinking routines and social/academic interactions. See *The Primary Comprehension Toolkit* Teacher's Guide, page 17.

Activate and build background knowledge.

An essential *Toolkit* principle is that reading is all about kids constructing their own knowledge. The more kids learn, the more background knowledge they bring to their learning, which in turn fosters further learning! If children find it difficult to share their background knowledge in English, we suggest they share this knowledge in their home language or activate it through drawing or dramatizing what they already know and understand. We take careful notice of what they already know and understand, and we go from there. See *The Primary Comprehension Toolkit*, page 18, for suggestions for building kids' knowledge around real-world reading.

Create flexible small groups.

Collaborative conversations take place in breakout spaces and areas around the room designed to encourage teacher-student and student-student interactions. We co-construct meaning in large groups, small groups, conferences, and discussions so that student talk happens all day long. For children learning English, this process begins during the Preview and naturally continues in the whole-group lesson. During the Language Practice session, teachers can target the specific language needs of a small group of students who may need grammar or oracy practice. Working in small, needs-based flexible groups provides the perfect complement to whole-group instruction. For more on small groups using the *Toolkit*, see *The Primary Comprehension Toolkit*, pages 25 and 26.

Encourage purposeful talk and conversation.

The *Toolkit* lessons are designed to get students talking! This is especially important for culturally and linguistically diverse students because it gives them the opportunity to interact with their peers. Remember that it is also important to pair children up appropriately with other children who will both support them and challenge them in their learning. Getting kids to talk and discuss in a give-and-take manner is the goal. A give-and-take discussion allows students language practice involving content and builds conceptual understandings. [For more on purposeful talk, see *The Primary Comprehension Toolkit* Teacher's Guide, pages 25 and 26.

Incorporate a wide variety of meaningful texts and visuals.

We think about how best to use print as we teach with visuals and images, anchor charts, enlarged texts and big books, being aware that engagement with all kinds of texts helps build students' comprehension. And if this is true for native English speakers, it is even more so for children learning English. If it can be labeled, label it! If it can be described, describe it! Add sketches to text or use arrows to connect thinking—the more visual images, the better. When students are steeped in meaningful print, they can use that print in their own reading and writing. See *The Primary Comprehension Toolkit* Teacher's Guide, page 16, for more on choosing and using engaging texts.

Scaffold with explicit instruction.

We are as precise and explicit in our teaching as possible. Being clear about our language and comprehension goals keeps the teaching focused so it is clear to kids how they can respond. It is important to make sure students understand what is going on, so we check frequently for understanding, listening carefully to kids as they turn and talk, engaging in think-pair-share activities, and responding in many different ways. For additional information on explicit instruction, see *The Primary Comprehension Toolkit* Teacher's Guide, page 18.

Scaffold instruction using the gradual release of responsibility framework.

Scaffolding instruction with the gradual release of responsibility framework is integral to *Toolkit* language and lessons, so kids can make sense of what we do and say as we teach. The gradual release framework, to our way of thinking, is the mother of all scaffolds! The notion of scaffolding underlies how we differentiate instruction so as to be responsive to children's various language levels and proficiencies. Each step in the *Toolkit* lesson gradually releases responsibility to students, and we have taken the same approach with these sessions for English learners. Each session—the Preview, the *Toolkit* lesson, the Language Practice, and Content and Comprehension Extensions—is responsive to the learning needs of culturally and linguistically diverse students and continually moves kids toward independence. See *The Primary Comprehension Toolkit* Teacher's Guide, pages 23 and 24, for more information on gradual release of responsibility.

These principles and practices make sense for all kids, and both *Toolkit* and *Scaffolding* lessons embrace them—launching kids into active literacy practices that put children front and center in the instructional process.

References

Allington, Richard. 2009. *What Really Matters in Response to Intervention*. New York: Teachers College Press.

Boushey, Gail, and Joan Moser. 2006. *The Daily Five*. Portland, ME: Stenhouse.

Buhrow, Brad, and Anne Upczak-Garcia. 2006. *Ladybugs, Tornadoes and Swirling Galaxies: English Language Learners Discover Their World Through Inquiry*. Portland, ME: Stenhouse.

Chen, Linda, and Eugenia Mora-Flores. 2006. *Balanced Literacy for English Language Learners*, K–2. Portsmouth, NH: Heinemann.

Commins, Nancy. 2011. "Meaning Is Everything" in *Comprehension Going Forward*. Harvey Daniels, ed. Portsmouth, NH: Heinemann.

Commins, Nancy, and Ofelia Miramontes. 2005. *Linguistic Diversity and Teaching*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Cummins, Jim. 2009. Foreword in *English Learners, Academic Literacy and Thinking* by Pauline Gibbons. Portsmouth, NH: Heinemann.

Echevarria, Janet, MaryEllen Vogt, and Deborah Short. 2000. *Making Content Comprehensible for English Language Learners*. Boston: Allyn & Bacon.

Gentile, Lance. 2004. *The Oracy Instructional Guide*. Carlsbad, CA: Dominie Press, Inc.

Gibbons, Pauline. 2009. *English Learners, Academic Literacy, and Thinking*. Portsmouth, NH: Heinemann.

Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.

Goudvis, Anne, and Stephanie Harvey. 2005. *Reading the World: Content Comprehension with Linguistically Diverse Learners* (video). Portland, ME: Stenhouse.

Harvey, Stephanie, and Harvey Daniels. 2009. *Comprehension and Collaboration*. Portsmouth, NH: Heinemann.

Harvey, Stephanie, and Anne Goudvis. 2007. *Strategies That Work*, 2nd. ed. Portland, ME: Stenhouse.

Herrera, Socorro, Della Perez, and Kathy Escamilla. 2009. *Teaching Reading to English Language Learners*. Boston: Allyn & Bacon.

Mohr, Kathleen, and Eric Mohr. 2007. "Extending English-language learners' classroom interactions using the Response Protocol." *The Reading Teacher*, 60(5): 440–450.

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010. *Common Core State Standards for English Language Arts*.

Thomas, W., and V. Collier. 1999. *School Effectiveness for Language Minority Students*. George Washington University, Washington, DC: National Clearinghouse for Bilingual Education.

Wood, David, Jerome Bruner, and Gail Ross. 1976. "The Role of Tutoring in Problem Solving." *Journal of Psychology and Psychiatry* 17(2): 89–100.

THINK ABOUT The Text

Look, listen,
talk, write,
and draw
to express
thinking

PREVIEW GOALS

We want students to

CONTENT ■ understand concepts central to the story, such as compromise.

COMPREHENSION ■ distinguish between what the story is about and what it makes us think about.

LANGUAGE ■ become aware of their thinking as they read or listen to the text.

KEY VOCABULARY

COMPREHENSION WORDS
reminds me of
makes me think about

CONTENT WORDS
artist
draw, drew
art teacher
paint
compromise

LANGUAGE STRUCTURES

The language structures introduced in the Preview help students articulate their thinking about connections to their own experiences.
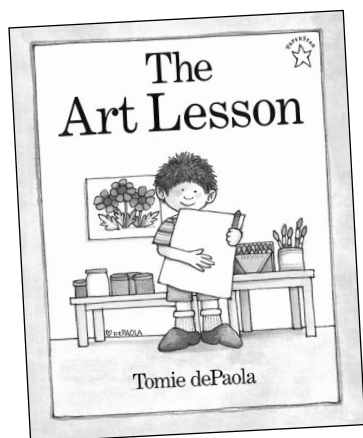
This reminds me of _____.

This makes me think about _____.

I like _____.

I think _____.

Preview the *Toolkit* Lesson

The Preview focuses on the *Toolkit* lesson text by Tomie dePaola titled *The Art Lesson* and one of its underlying themes, the art of compromise.

■ Share the cover and first few pages of *The Art Lesson*, explaining that it was written by Tomie dePaola, a writer and artist. Ask kids to turn and talk about something they like or love to do using *I like _____*.

■ Share the cover and the first few pages of the book. Using the language of making connections, ask students to turn and talk about what it makes them think about. Prompt them with the question "What does this story remind you of?" or "What does this story make you think of?" Scribe their answers for them, and post them on the anchor chart.

What We Are Thinking

This reminds me of _____.

This makes me think about _____.

I like _____.

I think _____.

■ Introduce students to another new frame that supports them to think about the book, the language structure *I think _____*. Now ask students to draw and write their own thoughts on a Post-it.

This reminds me of _____.

This makes me think about_____.

When_____, it reminded me of _____.

Anchor chart of language frames used in the Preview.

- One of the underlying themes in the book is compromise. This concept is introduced to students in the Preview. To do this, teach a simple game of role-playing. Using a conflict the class may be experiencing (arguments over who is not sharing markers, who gets to be line leader, etc.), guide students to act out what it is to compromise. For example, kids could say: "I want the red marker." "No, I do." "You use it now, and then it's my turn." "OK." Practice several scenarios so the children begin to gain an understanding that with conflict often comes compromise.

Teach the *Toolkit* Lesson

Hang anchor charts from the Preview with the language frames for students to use. Encourage them to use *I like* _____. and *I think* _____. during Connect and Engage to turn and talk about *The Art Lesson*.

As you discuss the concept of *compromise* during the lesson, have kids who participated in the Preview talk about their role-playing.

TOOLKIT GOALS

We want students to
- develop an awareness of their thinking as they read, listen, and view.
- understand that their thinking matters when they read.
- leave tracks of their thinking by drawing and writing.
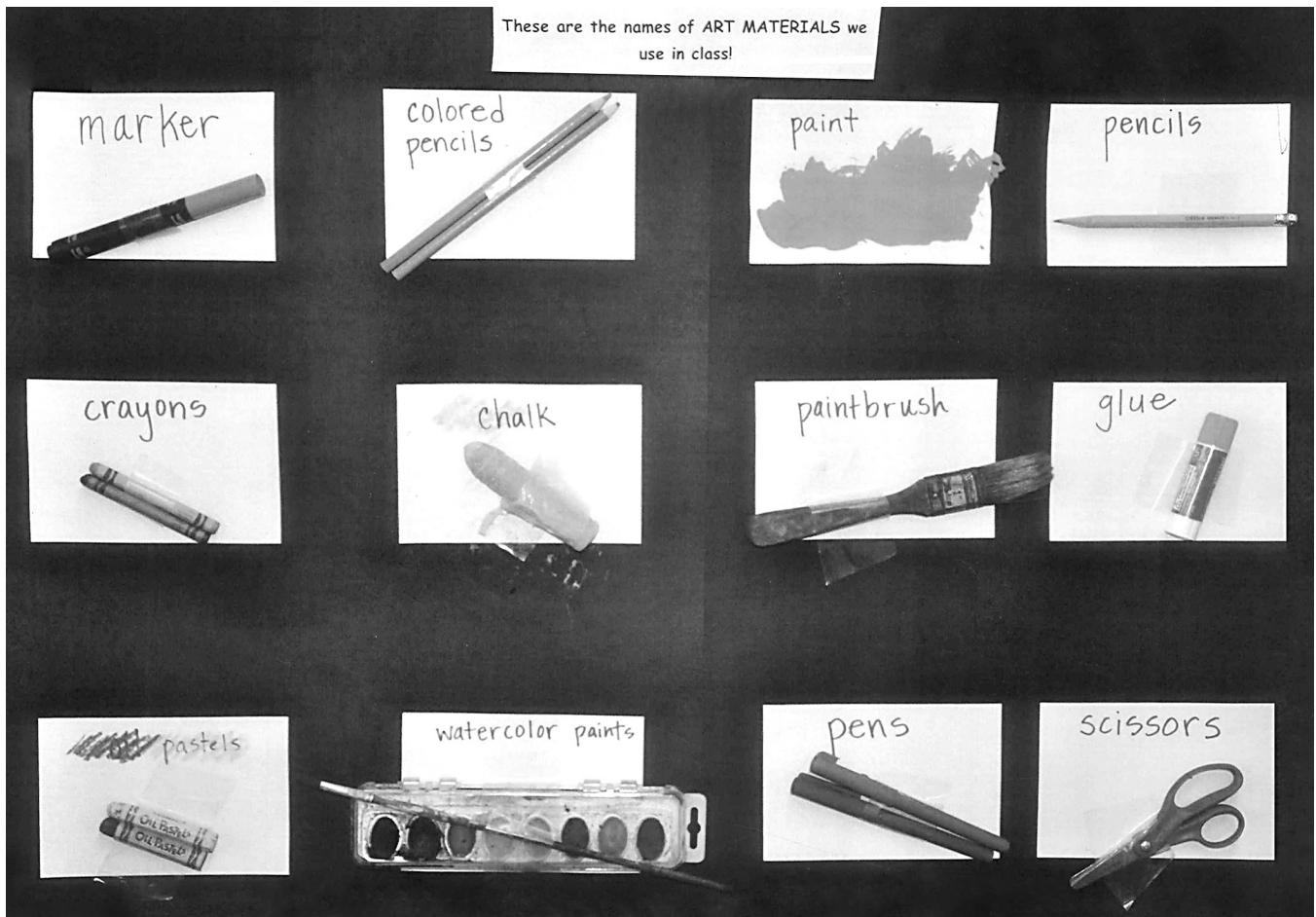- learn how to turn and talk to a partner about their thinking.

Extend the *Toolkit* Lesson

LANGUAGE PRACTICE
Building Vocabulary

The Art Lesson has some very useful art-related vocabulary that students may or may not be familiar with, and this is an opportunity for them to learn this vocabulary and practice using it.

Prior to this session, build a large picture dictionary. Attach art materials—markers, crayons, colored pencils, watercolors, and more—to the anchor chart, and label each object.

To introduce the large picture dictionary, present the idea that Tommy loves to draw and paint. Have *The Art Lesson* handy, and view the sections where Tommy is drawing and painting.

These are the names of ART MATERIALS we use in class!

marker
colored pencils
paint
pencils
crayons
chalk
paintbrush
glue
pastels
watercolor paints
pens
scissors

Picture dictionary of art materials for Language Practice.

Ask the children to use the following language frames to practice simple sentences and conditional statements. This will help them to talk about materials in the room and build their vocabulary.

> I color with _____.
> I paint with _____.
> I draw with _____.
> I like to draw _____ with _____.
> When I _____, I like to use _____.

The students draw images and write with the support of language frames to express the kinds of art supplies they use or like to use.
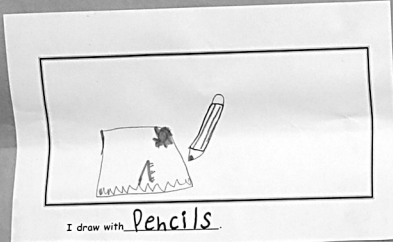
On the same chart, write the language frame *I chose _____ because _____*.

Then have students share their drawing and writing by talking about the choices they made.

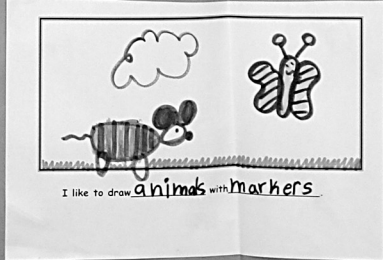We are talking and writing about art supplies we use at school!

I color with _____.
I paint with_____.
I draw with_____.
I like to draw_____with_____.
When I _____I like to use_____.

I chose_____because_____.

I chose chalk because I like to do chalk rubbings.

I chose oil pastels because they make good colors.

I chose crayons because they are colorful.

I draw with Pencils.

I color with crayons.

I paint with Watercolors.

I like to draw animals with markers.

Language frames and children's responses for Language Practice.

CONTENT AND COMPREHENSION EXTENSION

A book study of an author and illustrator who uses different artistic methods to communicate his message is a wonderful way to engage students in the world of art and meaning-making through art.

Eric Carle's books are visually appealing and written with poetic yet repetitive language to support developing readers. Read aloud several of his books, noting how Carle uses watercolors to convey imagery. Students may paint a picture based on Carle's illustrations or create versions of Carle's books using other animals. For example, with *Brown Bear, Brown Bear*, kids choose an animal and write about it using the same or a similar language frame:

_____ (color + animal),
_____ (color + animal),
What do you see?

Use a similar language pattern such as *Green snake, green snake, what are you doing?* Answers such as *I am slithering through the grass* give kids practice with high-frequency words and descriptive words. And kids can be creative!

Books written and/or illustrated by Eric Carle include:

Brown Bear, Brown Bear, What Do You See?
The Very Busy Caterpillar
The Very Busy Spider
Polar Bear, Polar Bear, What Do You Hear?
The Very Quiet Cricket

Child's work for Content and Comprehension Extension.