

Touro GSE, TESOL and Bilingual Department

Title of Lesson: How-To Make Pizza	Course: EDDN-637
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Core Components

Topic of Lesson and Rationale

This lesson will be the second new writing topic of the how-to unit for kindergarten writing meaning this is still a new concept for students that they are just beginning to understand. The curriculum used as a base for the lesson is Teacher's College Writing Project writing workshop model. The lesson only serves as a base because it is adjusted greatly as needed to fit the needs of the English language learners in the class and it will be a writing book for how to make pizza. Throughout the lesson, students will have a chance to witness a model for how to make pizza and will interact in a hands-on way with this model. After the model children will have the chance to sort the steps and put them in order for how you make pizza and finally they will begin planning and producing their writing piece. Their writing piece will be completed across the week.

Content Objective

The student will be able to/SWBAT

Students will be able to write a "how-to" non-fiction book of 4 pages with support from teacher and writing partners.

- Student writing must include diagrams that teach each step and the basic sentence structure that has been previously taught known as "5 star sentences" with 70% accuracy.

Students will be able to write about one topic only across all 4 or more pages of the book with 100% accuracy.

Standards:

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Objective:

The student will be able to/SWBAT

Students will use transition words such as first, next, then, and last in their “how-to make pizza” writing piece with 80% accuracy.

- A chart with these words along with a traffic light visual to show how they should be used will be provided for all students to use as a reference, as well as, providing ELL students this chart in both their L1 and L2 in a personal size to access at any time.

Students will be able to orally reread their piece with 70% accuracy to show understanding of the steps for how-to make pizza and to help them understand what they had just written to see if it makes sense.

Students will be able to work cooperatively with their pre-determined writing partner and engage in appropriate conversations with the peers around them 100% of the time.

- Heterogeneous writing partnerships will be utilized in the classroom during writing workshop where students will be able to help each other, build off of each other, and learn from each other.
- Turn and talks are a strategy that will be implemented during the interactive writing portion of the lesson when everyone is gathered together.

Standards:

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Student Population

The class consists of 24 kindergarten students. Most of the students are native English speakers, but there are 6 students who are classified as ELLs. These student range from the beginning stage to the early intermediate stage of second language acquisition. All students in the class will be grouped heterogeneously by achievement levels and other assessment data to help struggling learners.

Learning Community

The school district is located in a somewhat mix of an urban and suburban community in Ozone Park, NY. The area of this public school is fairly diverse in its makeup. Many of the students are of Indian or Guyanese decent, but the number of Latin X students coming into the district is growing at an astronomical rate which has tipped the original demographics of the school greatly. Besides students of Latin X descent, we also have many students who come in speaking Mandarin or Cantonese only. The classroom structure is a general education classroom with 25 students maximum allowed in the room and no paraprofessionals are provided, The ELL students get pulled out for services by the ELL service provider at the school once per week. Students gather on the rug together for mini-lessons and then will move to their writing spots at their tables with their writing partner.

Materials/Resources

- Google Jamboard for the mini-lesson
- ELMO
- Writing paper
- Planning sheet for all students
- Pictures for sorting the steps for how to make pizza in groups.
- How-to writing anchor chart in multiple languages for CLD students.
- Writing folder that includes: English letter/sound chart, personal word wall in multiple languages and a mentor writing piece to use as a guide.

SLOP Components and Explanation

1. Preparation

The teacher will gather students on the carpet and will remind them of their field trip to the California Pizza Kitchen one week prior and will ask the students to turn and talk about how the steps they followed to make their own pizzas when they were there. The teacher will review the steps with the students and then will remind them how they can take their knowledge of how to make a pizza and turn it into a writing piece. The teacher will then take out the interactive writing piece from the week before which was how to make a peanut butter & jelly sandwich. Finally, the teacher will open up the google jamboard for the lesson to review the major focus of the lesson which is the use of including transition words in the writing piece to help the steps stay sequenced properly.

**Example of the transition word anchor chart with possible answers- For ELL students, there will be a personal chart in their writing folder with the words in both the L1 and L2.

Terrific Transitions

 Beginning Words	First To start In the beginning
 Middle Words	Next Then After Moreover
 End Words	Last Finally Last At Last

2. Build Background

The period prior to writing is the students' instructional lunch period. The teacher first showed the students a video for how to make pizzas and then the teacher brought in little lunchable style pizzas to have the students practice making their own pizzas with their lunch. This is in case the students have never made pizza before or were unable to attend the field trip to the California Pizza Kitchen to help build background knowledge.

The teacher will review the shared writing book that everyone completed from the week before to go over the structure of how a "how-to" book is supposed to look.

After the students made their own pizzas and joined on the carpet to review the previous shared writing book, the teacher will invite students to share in their own words the steps for how to make a pizza. The teacher will jot down the students' steps that they share and will note that some people may have more or less steps for how to make a pizza, but the basic steps should be the same.

3. Comprehensible Input

In order to make the input more comprehensible for all students, the teacher will use a tone of voice that is engaging for students that will make them want to listen. The teacher will slow down her rate of speech so that students have more processing time. The teacher will use real life experiences, as well as, videos and other imagery to help the students make connections to their own lives and to help understand the steps better. This will help students to have an easier time writing their books if they are better familiar with the steps. The teacher will also utilize visuals on anchor charts to help teach potentially new and unfamiliar academic vocabulary that will be needed for the lesson like the transition words. These words will also be translated on a personal anchor chart for ELL students with the L1 and L2 on there to refer back to when needed. Each student also has a writing folder with other tools such as a letter/sound chart, a mentor text, and a person word wall that is also translated like the anchor chart if needed.

4. Strategies

The teacher will utilize a google jamboard for today's lesson to help make it more interactive for the students. The teacher will use the jamboard to explain to the students that the new skill being taught today will be using transition words in our writing to help connect our pages/steps and to help make our book just like a professional author's book is like.

The teacher will teach and model the meaning of transition words *first, next, then, and last* and will give examples of how to use the transition words through modeling. Next the students will be asked to come up to the jamboard and move the transition words onto the pages of our book from last week how-to make a peanut butter and jelly in the correct order to solidify their understanding of the words being used.

After the students have an understanding of how to use the transition words and the steps for how to make a pizza, the teacher will take out the planning sheet and pictures that are representing each of the 4 steps.

The teacher will ask questions to the students here to promote their higher order thinking such as:

- Why do you think we need to put the pizza in the oven?
- What do you think would happen if we forgot to put the pizza in the oven?
- Do you think the pizza would be good if we forgot to do one of the steps? Why or why not?
- Do you think that there should be more than 4 steps? Why do you believe that and what would the steps be?
- What if you changed some of the ingredients, do you believe it would still taste good?
- What other ingredients would you add to your pizza if you were making your own? Why would you add those?

The students will turn and talk about what they believe each of the pictures are representing and then they will be sent to their seats. They will have 5 minutes with the planning sheets and the pictures to put them in the correct order.

The teacher will go around and look to see how the students put these in order and will provide verbal feedback to help the students make any corrections and ask them to verbalize why they put certain pictures in a certain order to see if it makes sense.

The teacher will call the students back to the carpet and will take out a new how-to booklet to begin the interactive writing activity.

The teacher will ask the students what they believe the first step is and will draw the diagram on the page adding labels with the help of students stretching out the words with the help of their letter sound chart.

The teacher will refer to the transition word anchor chart and will model for students which word to use on the first page and then will write it and write the sentence following the steps of a 5 star sentence. After page 1, the students will turn and talk to discuss what step comes next.

Next, the students will be interacting to help the teacher write the sentence successfully. When writing the sentence, students will be called up to write the snap words and sound out the words and write them on their own to complete the sentence with the second step.

5. Interactions

Student interactions will be very prevalent throughout this lesson. Within the duration of the lesson, students will be consistently encouraged to work with their peers and help each other. During the mini-lesson there will be several opportunities for turn and talk, as well as, being encouraged to work with their writing partners throughout their own independent/partner practice. Finally, there will be interactions when the students go back to their tables to sort through the pictures with their table mates.

One thing that the teacher will also do is provide ample wait time for students to respond when questions are asked. She will also make sure to keep this lesson to the 40 minute time period. The students will be moving from one place to the next frequently which helps to provide students with a quick brain break, however, you have to make sure to keep the lesson on time because you want to be able to have time to do a brain break before you move onto the next subject.

6. Practice/Application

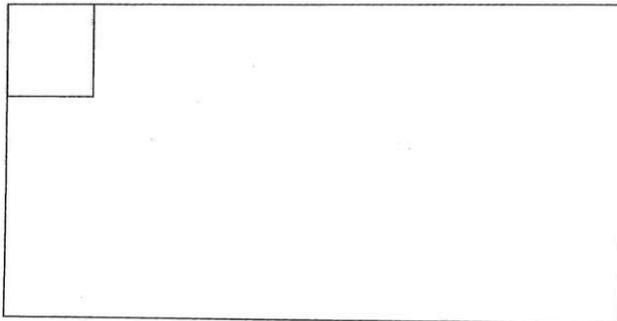
The teacher will review page 1 and 2 again for the whole class and then students will be given their own books. The students will be encouraged to copy the first page from the ELMO or they can re-word and write their own step as they choose. Then they will be asked to try step 2 independently or with the help of their writing partners and the anchor charts and manipulatives as needed.

The teacher will walk around and take anecdotal notes of how the students are doing on a checklist and then will remove the model for students and will encourage them to try and complete steps 3 and 4 with their heterogeneous writing partners.

The teacher will work with a small group of students on their how to make pizza booklets while the other students are working independently and with their partners. The students in the small group will work together with the teacher and will have manipulatives like cubes and elkonin sound boxes to help map the words they want to write.

Here is the writing paper that will be used for this assignment:

Name _____



Finger Spaces Capital Letters Spelling Punctuation



7. Lesson Delivery

The lesson will be delivered in a hands on way using several charts and materials to help the students. They will also be using kinesthetic learning to actively make their own lunchable pizzas to make their understanding of how to make a pizza more hands on for them.

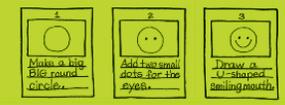
During the lesson, the students will have many opportunities to work with their heterogenous partners. The children will be partnered up based on ability level, ELL student status, comfort and friendship between the two, and prior exposure to the topic. This will provide the students with the opportunity to work with partners who will make them feel comfortable and will support and help them through their language learning journey.

8. Review/Assessment:

The teacher will take anecdotal notes using a writing checklist on students' language abilities and their ability to put the steps for how to make a pizza in the correct order.

Here is an example of a checklist I can use on my own or the students can use for self-assessment. The back has a list of student names where I can check next to each of these things to see if the student has it:

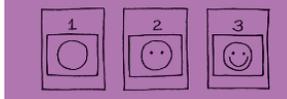
How-To Writing Checklist:



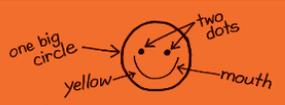
1. Tells what to do, in detailed steps.




2. Numbers the steps.

3. Has a picture for each step.

4. Has labels that teach.



Terrific Transitions

	First To start In the beginning
Beginning Words	
	Next Then After
Middle Words	Moreover Last
	Finally Last At Last
End Words	



The teacher will review her model and her planning sheet before the children will be able to work on their own pieces with the help of their charts, manipulatives, and partners.

The teacher will consult with students who she will not be meeting with during small group and take brief notes on student progress during independent writing time.

The teacher will use the same writing checklist as earlier to see if the students have all the features so far that should be included on each page of writing.

The students will meet in small groups with the teacher starting with the ELL students where she will observe who needs the most support to apply for the next shared writing piece.

ASSESSMENT:

When the student writing piece is finished, the students will formally be assessed using this informational writing rubric:

Student Name: _____

Kindergarten Informational Writing Rubric

Category	Level 4 	Level 3 	Level 2 	Level 1 	Category Score
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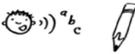
Structure

Lead 	I named a topic with words and pictures and grabbed the reader's attention on the first page.	I named a topic with pictures and words on the cover page.	I named a topic through a drawing or words on my cover page.	I started by drawing or saying something.	
Organization/ Transitions 	I told, drew and wrote information and many different facts (more than 3) across pages .	I told, drew and wrote three different facts across pages about one topic.	I told, drew and wrote information with 1- 2 different facts across pages about one topic.	I created a piece of work that does not match the task.	
Ending 	I found a creative way to end my piece.	I have a page that ends my piece.	I told, drew and wrote all I could and ended my writing.	I do not have an ending.	

Development

Elaboration/ Craft 	I drew and wrote more than 3 (three) facts and add some labels in my writing to teach about the topic.	I drew and wrote three important facts about a topic.	I chose a topic and wrote 1-2 facts about it.	I wrote about more than one topic and/or did not write an informational piece.	
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Language Conventions

Spelling 	I used word chunks I know and word wall words to create multiple sentences.	I used inventive spelling and word wall words to create a simple sentence	I added labels with inventive spelling and/or corresponding beginning sounds.	I attempted to add labels.	I do not have labels.
Punctuation 	I ended my sentences with punctuation, used a capital letter for names, and used commas in dates and lists.	I put spaces between words, used lowercase letters unless capitals were needed, wrote capital letters to start every sentence, and used a period to end my sentences.	I used spaces between words in some places, a combination of uppercase and lowercase letters throughout, and started some sentences with a capital letter.	I do not have any punctuation, capital letters, or finger spacing.	

Overall Score:
 1: (6-7 pts.)
 2: (8-12 pts.)
 3: (13-18 pts.)
 4: (19-24 pts.)

Total Score	<input type="text"/>
Overall Score	<input type="text"/>

9. Extension/Homework

In kindergarten, we typically do not give homework in writing. Normally writing is infused in the phonics homework and/or reading part of the homework. As an extension, if students are already finished with their how to make pizza book, they will be encouraged to start a new how-to book on a topic of their choice. This will be a chance for them to take the structure of what they learned during the shared writing and put it into the context of a new topic on their own.

Source: Short, D., Hudec, J., & Echevarria, J. (2002). Using the SIOP Model: Professional Development Manual for Sheltered Instruction. Washington DC: Center for Applied Linguistics.

Section II: Lesson Plan Commentary

Reflection

This was only been the second time I have ever written a SIOP lesson, however, this was the first time I have used this specific SIOP template. One thing I find to be difficult when writing a SIOP lesson plan is determining where every aspect of a lesson plan belongs. I found myself to feel like I was repeating myself often throughout the lesson plan. This is a lesson that I have taught with my students prior to making this lesson, but I had never written out a formal plan to go along with it until now. With that being said, it was interesting to try and reflect upon how I had taught the lesson compared to this plan I wrote now because I realized how many things that I should have done in the lesson when I taught it. When I taught this lesson I had not considered specific ways to make content more comprehensible, I just taught it because it was part of the curriculum. Now that I have taken this course, I have learned invaluable methods to help make the content comprehensible for all students, but even more-so for my ELL students. By providing the students with real world experiences like connecting this to their field trip and making the independent pizzas in class, it provides students in the class who may have no background knowledge in this the knowledge of how to make a pizza. Most students whether they are ELLs or not have eaten pizza before, however, most have never made it themselves so having them make it on their own on the field trip and in class helps to make that connection. I also wish that when I had taught the lesson, I had used the translated anchor chart with my ELLs to help them make that language connection. I did not think about that as a good option until taking this course. Now, I am aware that most kindergarten students cannot read in English, let alone their native language. However, this helps to also promote the language learning in English and learning how to read in the native language as well. Also, if the students already do for whatever reason know how to read their L1 then the translated anchor chart will make even more of a difference.

I think that learning how to write a lesson plan in the SIOP format is crucial for any teacher who may already have or potentially will have students in their class who do not speak English. This is because this format gets you to think about lesson plans in a different light. It helps to take away from the scripted aspects that come with many lesson plans nowadays. This type of lesson strictly focuses on how to reach and teach all learners through different methods. I think learning how to write lesson plans in new formats is important because it helps our skills grow as educators. I do believe that this lesson would be effective with students of all abilities. This is because I make sure there are several opportunities for interaction and to connect to prior experience. Doing those two things are crucial in providing meaningful learning experiences for ELL students.



References:

Calkins, Lucy. (2022). *The Reading & Writing Project Teachers College Columbia University*. Heineman.

Echevarría Jana, Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: The Siop model*. Pearson.