## G.L.A.D. Resource Book
### (Guided Language Acquisition Design)

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G.L.A.D. Strategy descriptions are from the Pasco School District's G.L.A.D. Website. Strategy photos taken of Main Street Elementary Teachers class work and from the 5-Day and 2-Day G.L.A.D. trainings.
Section I

Focus and Motivation Strategies

- Cognitive Content
- Dictionary
- Exploration Report
- Observation Chart
- Teacher Made Big Books
- Inquiry Charts
- Awards
Cognitive Content Dictionary or Picture Dictionary

- Involves students in metacognition
- Builds vocabulary
- Aids in comprehension
- Picture dictionary generally for younger students

Step-by-Step

1. Teacher selects word from unit vocabulary
   (This word becomes the signal word for the day/week)
2. Later students select word by voting
3. Students predict meaning of selected word
4. Write or sketch something that will help them remember the meaning.
5. Use the word in a sentence.
6. This activity is done whole class, in teams and individually
Cognitive Content Dictionary (CCD)
**Exploration Report**

- Provides students with the opportunity for increased team building
  - Consensus of team
  - Provides opportunity to negotiate for meaning
- A type of inquiry chart
- Gives indication of background knowledge
- Basis for scaffolding vocabulary and meaning of information for unit

**Step-by-Step**

1. Use real photos, in color, if possible
2. Choose high interest photos
3. Use the Exploration report as the first team activity as an introduction to the unit
4. Select 2–3 photos for each team
5. Each team will then decide on one photo to report on
6. Each team must then decide on an observation, a question and a prediction that they will report to the class
7. The teacher will then ask each team for their observation, recording the observation in the color that represents each team.
8. The teacher will then record each team's question in the representing colors.
9. The teacher will then record each team's prediction in the corresponding colors.
10. The teacher uses the report to determine background knowledge.
11. The teacher can revisit the report as the unit progresses and information is learned.
**Exploration Report**

**Most Historical**

**Observations:**
There are some patriots on the horses.
In this picture book are exploding.

**What are you wondering?**
Why are they using cannons?
Why are they having a war?

**What are your predictions?**
So they can come to the other

---

**Exploration Report**

**Living Things**

**Observations:**
- could live in water
- orange and black skin
- on the land
- 4 legs
- black spots
- long legs
- smooth skin
- looks soft

**What are you wondering?**
Does he have babies?
Does he/she live in the water?

**What are your predictions?**
- jump
Observation Charts

- A type of inquiry chart
- Stimulate students’ curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
   - an observation
   - a question
   - a comment
5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.
Observation Charts
Teacher-Made Big Books

- Directly focus on content standards of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

Step-by-Step

1. Choose key concepts and vocabulary.
2. Choose a frame or pattern.
   - The Important Book
   - I Just Thought You Would Like to Know
   - Brown Bear, Brown Bear
   - When I Was Young
   - I Remember When
3. Use real pictures and photos.
**Big Books**

I just thought you’d like to know....

...that fossils can also be leaves and seeds or even tree trunks and branches.

Most of the time we think of dinosaurs when we think of fossils but fossils can be more than that.

Fossils can be shells, bones, and teeth, footprints or even burrows.

The important thing about fossils is that they are remains of plants or animals that lived a long time ago or the evidence of them.

...fossils are remains of plants, animals or even insects from a long time ago.

I just thought you’d like to know......

...that most dead animals or plants do not become fossils. They often just rot or disappear in swampy forest soil called peat.

I just thought you’d like to know......

...that some fossils are made from leaves that fall in the peat. The leaves may then rot away, but the mark of the shape is left. Then this peat and the leaf harden into a rock called coal.

I just thought you’d like to know... ....that we could learn many things from studying fossils. For example, the size of dinosaurs, animals that are now extinct.......and even about the kinds of elephants that lived a long time ago.

...coal is a fossil too.
I just thought you’d like to know...
....that we could learn many things from studying fossils for example...the size of dinosaurs...animals that are now extinct........and even about the kinds of elephants that lived a long time ago.
Inquiry Charts

- From the inquiry method approach to science
- Think, predict, hypothesize
- Assess and activate background knowledge
- Address misconceptions
- Teach revision and learning as a continuous process
- Model reading and writing
- Think KWL

Step-by-Step

1. Record students' comments using their words.
2. Record students' names after their comments. (primary)
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to site the source of their new information.
Inquiry Charts

- What I Know About Government
  - The government works for the United States.
  - The government rules America. (Legislative Branch)
  - The government has a lot of money. (Taxes)
  - The government helps people.
  - The President is in the White House for four years. (President)
  - The President is rich. (President Gets Money)
  - The President lives in the White House.

- What I Want to Know About Government
  - What year did they built the White House? (1800)
  - John Adams first President to live in the White House?
  - How much money does the President get from the government?
  - How did the government get all the money? (Taxes)
  - How does it look inside the White House?
  - How many people live in the White House?
  - How does the government help the people? (Passing laws, providing money, horses, flags, etc.)
  - What does someone do to become a President?
  - Why do they call it the White House? (Painted White)
  - Born in the USA: 1875 years old. (Age of the White House)
**Inquiry Charts**

**What do you want to know about the making and shaping of the United States of America?**

- If Christopher Columbus thought he was in India, why wasn’t he?
- Why was there war in America?
- Why did they become the WWII?
- Why do they use a sword and a gun?

**What do you know about the ocean?**

- The ocean have animals.
- In the ocean, there’s a lot of sharks.
- The ocean has a lot of water and there are rocks.
- The ocean also have plants.
- In the ocean there is a lot of whales.
- Inside the ocean there are a lot of volcanoes.
- In the ocean, deep deep ocean, it is dark. If you go there, your air will finish.
- In the ocean are a lot of fishes.
- In the ocean there could be starfish.
Super Scientist Awards

Historian Awards

- Behavioral management tool
- Connected to the standards
- Individual personal standards
  - Make good decisions
  - Show respect
  - Solve problems

Step-by-Step

1. Use real pictures/photos related to the unit.
2. Label the pictures with unit vocabulary.
3. Teacher specifies what the student did to earn the award.
4. Enlist the help of student monitors to give awards. Students verbalize the reason for earning awards.
Martin Luther King, Jr.
1929–1968

"I have a dream today...
that one day... little
black boys and black
girls will be able to join
hands with little white
boys and white girls as
sisters and brothers.

I have a dream today."

"I have a dream that my four little
children will one day live in a nation
where they will not be judged by the
color of their skin but by the
content of their character."

Aug. 28, 1963
Super Scientist Awards

Super Scientist!

Apatosaurus (Brontosaurus)

- Long, small skull with nostrils toward the top
- Bulky body
- Small mouth and peg-like teeth
- Long neck
- Four columnar legs
- Long, whip-like tail
- This plant-eater swallowed stones to help it grind up food
- An adult human to scale

70-90 feet (21-27 m) long

You are a Super Scientist!
Section II
Input Strategies

- Pictorial Input
- Comparative Input
- Narrative Input
Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children’s books (Eyewitness Explorers series) websites (www.enchantedlearning.com), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.

5. Revisit to add word cards and review information.

6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.

7. Allow students to color pictorials.

8. At the end of the unit, make a master to use next year, and then raffle the pictorials.
Pictorial Input Charts

The Crane
Red Crowned Crane

- Cranes are large birds that live in wetlands (marsh).
- They use their long legs to wade (walk) in shallow (low water).
- They use their long necks and bill to kill small animals or plant roots.
- Cranes are omnivores; they eat plants and meat. They eat fish, insects, plant roots, lizards, or tiny birds.

- Cranes are found in Africa, Asia, Australia, Europe, and N. America.
- Cranes migrate seasonally; they fly long distances from cold areas to warmer areas.
- When cranes migrate they fly in a V formation.
- Cranes have been a symbol of peace, wisdom, good luck, and longevity for thousands of years.

Convergent Plate Boundaries

As the Pacific plate continues to move over this hot spot, new volcanoes and new islands will form.

1. Volcanic Island Arc
2. Volcanic Islands
3. Oceanic Crust
4. Continental Crust
5. Mantle
6. Hot spot
7. Subduction zone
8. Oceanic Crust
9. Continental Crust
10. Volcanic Island Arc
11. Volcanic Islands
12. Oceanic Crust
13. Continental Crust
14. Mantle
15. Hot spot
16. Subduction zone
Pictorial Input Charts

1. The moon rotates as it revolves around Earth.
2. The earth and the moon don’t have light of their own.
3. Light from the moon is called moonlight.
4. The light from the sun is called sunlight.
5. The sun shines on the earth during the day.
6. The sun also shines on the moon.

Solar System- 8 planets, 43 moons and an asteroid belt

- Sun
  - Huge ball of burning gas
  - Hydrogen + Helium
- Inner Planets
  - Mercury
  - Venus
  - Earth
  - Mars
- Outer Planets
  - Jupiter
    - Largest planet
    - 16 moons
  - Saturn
  - Rings of icy rock
  - 19 moons
  - Uranus
  - Neptune
  - Space Rocks
    - Liquid + gases
    - No hard surfaces
  - Comet
Comparative Input Chart

- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

Step-by-Step

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.
4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.
Comparative Input Chart

- **Mrs. Haroun**
  - Favos [illegible] in cold water
  - Eaten by ladyfish or blackfish

- **Ms. White**
  - Streamlined body makes it swim quickly
  - White shark is largest species known to humans

**Krill**:
- 2½ inches long
- Swimming, 8-10 body segments
- Eaten by ladyfish
- Eaten by fish

**Humpback Whale**
- Harpoons: Eaten by killer whales
- No. of krill: Eaten by killer whales
- Blubber: Fed by killer whales

**Shark**
- Predator: Hunts for food chain
- Mouth is on the left side
- Teeth replacement: Below the jaw

**Great White Shark**
- 7½ species:
  - Bottlenose
  - Dorsal fin
  - 315 species
  - Fish family
  - Pod: Group of 7½ species
  - Dorsal fin: 30 miles in height
  - Torpedo shape
  - White color
  - Rough skin dentists
  - Fish tail
  - Caudal fin
  - Cartilaginous
  - Endoskeleton inside cartilage
  - Heavy oil liver

**Orca Killer Whale**
- Wolf of the sea
- Eats: 7½ species
- Tail fluke
- Balance
- Breath: Blower
- Skin: Smooth rubbery
- Suckers
- Conical teeth

**375 Species**
- Jigged teeth
- 7 rows
- Pectoral fins
- Heavy oil liver
- 3,000 teeth
Comparative Input Charts

**Apatosaurus**
(Brontosaurus)
- Long neck
- Tail was whip-like
- Soft long tail kept him safe from predators
- Life span - 100 yrs.
- Hatched from eggs
- Moved slowly
- Walked on 4 legs
- Fossils found in Colorado, Oklahoma, Utah, and Wyoming
- Paleontologist: Othniel Marsh

**Tyrannosaurus rex**
(T. rex)
- Fossil have been found in North western America and Mongolia
- Huge tail provided balance when running quickly
- Bones were hollow
- Rough, bumpy skin
- Teeth were replaceable
- Had strong jaws
- Sharp teeth because it was a carnivore
- 2 powerful legs for running
- Run 15 mph
- Bird-like feet with 2 toes

**Colonial Militia**
- Colonial Soldier
- Red Coats
- Lobster backs
- Loyalists
- Tories
- Loyal to the British Crown
- King George III
- From England (recruited colonists)

**Motivation**
- Freedom
- No taxation without representation
- Give me liberty or give me death
- No uniforms - poor
- Musket (hunting)
- Fires shot range
- Pellets/musket balls
- One pellet at a time
- Pla weapons from killed enemy
- Tomahawk - axe
- Iroquois - cherokee
- Long shot
- Musket shots latest technology
- Bone trauma
- Kill the Troops
- Long live King George III

**British Soldiers**
- Motivation
- Freedom
- No taxation without representation
- Give me liberty or give me death
- No uniforms - poor
- Musket (hunting)
- Fires shot range
- Pellets/musket balls
- One pellet at a time
- Pla weapons from killed enemy
- Tomahawk - axe
- Iroquois - cherokee
- Long shot
- Musket shots latest technology
- Bone trauma
- Kill the Troops
- Long live King George III
Narrative Input Chart

- High level, academic language and concepts are used but put into a story or narrative format
- The story format allows for increased comprehension of academic concepts
- Provides a visual retelling of the story

Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper
6. Gather the students close to you and tell the story as you place the pictures on the background.

7. Revisit the narrative to add word cards and/or speech bubbles.
Narrative Input Charts
Section III
Guided Oral Practice Strategies

- 10/2
- T Graph for Social Skills
- Chants
- Sentence Pattern Chart
Backed by brain research
Presented by Art Costa
Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
Negotiating for meaning
Low-risk environment to try new vocabulary and concepts

**Step-by-Step**

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.
4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)
T-Graph for Social Skills

- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- All statements are in positive terms

**Step-by-Step**

1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way
4. Revisit the t-graph often with students to add behaviors that have been observed
T- Graph for Social Skills

- Cooperation
  - to participate
  - to work together
  - to help other people

See

Hear?

- Work together
- Doing the work you’re supposed to do
- Paying attention to students in the team
- Show respect
- Making good decisions
- Solve problems
- Do work well

"Can I borrow your pencil please?"
"Can you help me?"
"Can we help each other?"
"May I help you?"
"You do this and I do that."
"What do you have?"
"Well that’s okay."
"May I have...?"
"We left you some work."
"Do you want me to do some more?"
"I think we can do it."
T- Graph for Social Skills

- Saying nice words
- Listening
- Working together
- Making good decisions
- Solving problems
- Helping each other
- Sharing

<table>
<thead>
<tr>
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<th>Hear</th>
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</thead>
</table>
| • reading together
• working / supporting
• writing
• listening
• waiting for your team
• helping each other | • talking *(discussing)*
• "Good job!" *
• "I am going to help you."
• "Good idea!"
• Kind (nice) words |
Chants

- Imbed key concepts and vocabulary
- Auditory and visual language patterning
- Vocabulary building
- Students gain familiarity and comfort using academic language in a low-pressure way
- Chants are revisited often for a variety of purposes

Step-by-Step

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma’am; Cadence; Here, There, Everywhere; I Know a ...).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.
4. Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.
Chants

Is this a flower? Yes, ma’am.  
Is this a flower? Yes ma’am.  
Well, how do you know? It has petals.  
Well, how do you know? It has a stem.  
Give me some examples.  Tulip and petunia.  
Give me some examples.  Poppy and iris.  
Is this a flower? Yes ma’am.  
Is this a flower? Yes ma’am.  
What does it need? A little bit of water.  
What does it need? A little bit of sunshine.  
Will you take care of it? Yes ma’am.  
Will you take care of it? Yes ma’am.

I Know a Seal Pup

I know a newly born seal pup, a young growing seal pup, with a strong tail and flippers.

And a white molting coat, a small whiskery face, a fast glistening body who learns the lessons of the sea.

I know a newly born seal pup, a young growing seal pup, with strong tail and flippers.

P. Wagner
Chants

Shout It Out!

If you think you know this fish,
Shout it out! (clap, clap) 2x

• It has 7 rows of teeth,
  It’ll eat your hands and feet...
If you think you know this fish,
Shout it out! (clap, clap)

• It has a dorsal fin,
  and sandpaper skin...

• It has cartilage inside,
  and a tail that swings wide...

• It has denticle taste pads
  and 5 gill slits...

---

Is it a folktale? Yes, sir.
How do you know?
It has heroes and villains.
Which ones are the good guys?
The heroes, of course.
Give me an example.
Snow White and Little Red.
Is it a folktale? Yes, sir.
How else do you know?
It teaches us a lesson.
Give me an example.
Be a leader not a follower.

Who talks in a folktale?
People and animals.
Animals talking?
Yes, it’s make believe.
Where do folktales come from?
All over the world.
Who told the folktales?
Our great-great-grandparents.
Is it a folktale?
Yes, sir! —M. Needleman
Sentence Patterning Chart

- Adapted from the McCrackens
- Skill building
- Patterning
- Parts of speech
- Resource for writing

Step-by-Step

1. Choose a key plural noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-red, Nouns-black, Verbs-green, Adverbs-blue, Prepositional phrases-orange)
3. Create and label the grid in front of the students
4. Use 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary
6. Choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each.

7. Have students help you chant to the tune of “The Farmer-in-the Dell”

8. Allow students to choose words by placing post-it notes on the charts for subsequent chants.
Sentence Patterning Chart ("Farmer in the Dell")

Adjective
- Describing word
  - feels
  - see
  - hear
  - smell
- happy
- nice
- big
- small
- smart
- intelligent
- awesome

Noun
- person
- place
- thing
- idea
  - friends

Verb
- action word
  - play
  - sing
  - read
  - dance
  - share

Prepositional Phrase
- where:
  - at the park
  - around the playground
  - at school
  - near the beach
  - in the classroom
  - under the tree

Awesome friends play near the beach

Adjective
describing words
- brave
- powerful
- independent
- courageous
- clever

Noun
- person
- place
- thing
- idea
  - patriots

Verb
- action word
  - past tense
  - shot
  - fought
  - ran
  - threw
  - yelled
  - worked
  - surrendered
  - farmed
  - wrote
  - ate
  - raised

Past tense
- run
- write
- surrender
- fight
- run

Adjective
describing words
- honest
- happy
- smart
- clever
- friendly
- brave
### Sentence Patterning Chart ("Farmer in the Dell")

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<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Prepositional phrase</th>
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<tbody>
<tr>
<td>what does it look like?</td>
<td>what?</td>
<td>where is it located?</td>
</tr>
<tr>
<td>house</td>
<td>in the woods</td>
<td>(1)</td>
</tr>
<tr>
<td>in the mountains</td>
<td>in the city</td>
<td></td>
</tr>
<tr>
<td>in the town</td>
<td>in the farm</td>
<td></td>
</tr>
<tr>
<td>in the safari</td>
<td></td>
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</table>

#### Adjectives
- pink
- playful
- dirty
- round
- curly
- soft
- Stinky
- white
- fat

#### Nouns
- house

#### Verbs
- eats
- runs
- sleeps
- plays
- swings
- walks
- rolls
- sinks

#### Prepositional phrases
- on the barn
- around the barn
- in the mud
- around the farm
- behind the rooster
- beside the bed
- behind the barn
- under the hay
### Sentence Patterning Chart (“Farmer in the Dell”)

<table>
<thead>
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<th>Nouns</th>
<th>Verb</th>
<th>Prepositional Phrase</th>
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<td>bunnies</td>
<td>eat</td>
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<td>bunny</td>
<td>drink</td>
<td>around the barn</td>
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<td></td>
<td>jump</td>
<td>in the barn</td>
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<tr>
<td></td>
<td></td>
<td>run</td>
<td>outside the barn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sleep</td>
<td>behind the house</td>
</tr>
</tbody>
</table>

Adjective describes:
- different
- big
- small
- cute
- soft
- ugly
- mad
- happy
- sad
- shy
- hungry

Noun: person, place, thing
- sea animals

Verb: action
- swim
- scare
- hit
- eat
- kill
- jump
- fight
- cry
- play
- chase
- bite

Prepositional Phrases:
- in the water
- in the sun
- in the sea
- under the water
- in the dark
- with their mouth
- on the beach
- around an island
- at the zoo
- in the aquarium
Section IV
Reading and Writing Strategies

- Cooperative Strip Paragraph
- Team Tasks
- Process Grid
- Expert Groups
- Story Maps
**Co-op Strip Paragraphs and Group Frames**

- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study
- Co-op Paragraph is an adaptation of Nancy Whitsler’s model
- Group Frame is for younger students or emergent writers who need to use dictation

**Step-by-Step**

1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.
4. After confirming the sentence has not already been used, the teacher either a) writes the sentence on a sentence strip for the group (group frame) or b) provides the team with a sentence strip to record their sentence (co-op paragraph).

5. Teams place their sentence strips in the pocket chart under the topic sentence.

6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.

7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).

8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation).

9. This can be used with emergent readers to create game to build reading skills. The final version is typed and used for reading material.
The Orca and the Great White differ in many ways. Orcas belong to the mammal family, whereas the sharks are part of the fish family. Rough skin with denticles and taste pits are found on sharks, while orcas have smooth, sleek skin. The enormous killer whales, Orcas, hunt in pods, whereas sharks are solitary predators. Orcas are torpedo-shaped, while sharks have a sleeker shape. The shark uses its sense of smell to find prey, while the orca uses echolocation. The differences between the orca and the GWS make it easy to tell them apart.
Cooperative Sentence

What are some of the causes and effects of the Civil War?

Southern Patriots defended their side rights.

The cause is that the North is against slavery and the South is not.

At the end of the Civil War, 620,000 people died.

The Northerners fought angrily for their federal states.

One of the effects was that the 13th Amendment made slavery illegal.

At the end of the Civil War, 620,000 people died in battle from sickness.

These are some of the reasons and results of the Civil War.

Room 11B
11-9-05
Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
  - Teacher models
  - Team task
  - Individual work

Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper
Team Tasks

- Evaluation
- Flip Chart Book
- Comparative: Civil War
- Add to Wall/Charts sketches word cards

Team Tasks
- Team Task Key
- Yes Ma’am
- World Map 
- Trade
- Exploration Report
- Timeline

Team Tasks
- Team CCD
- Story Map
- Krill/Hammerhead
- Sketch Charts
Process Grid

- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for information

Step-by-Step

1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid (number off, roll dice, etc.)
4. Process grids aid in writing expository text
### Process Grids

**Type of Animal**
- Fish
- Invertebrates
- Arthropods
- Mollusks
- Crustaceans
- Amphibians
- Reptiles
- Birds
- Mammals

**Classification and Habitat**
- Fish: ocean, lake, saltwater
- Invertebrates: pond, tank, ocean
- Arthropods: ocean, Satwater
- Mollusks: seas, lakes, land
- Crustaceans: ocean, Satwater
- Amphibians: ponds, tank, rain
- Reptiles: ponds, tanks, rain
- Birds: ponds, tanks, rain
- Mammals: ponds, tanks, rain

**Body Temperature**
- Fish: cold-blooded
- Invertebrates: cold-blooded
- Arthropods: cold-blooded
- Mollusks: cold-blooded
- Crustaceans: cold-blooded
- Amphibians: cold-blooded
- Reptiles: cold-blooded
- Birds: cold-blooded
- Mammals: cold-blooded

**Appendages**
- Fish: mostly fins, some have pectoral fins
- Invertebrates: mostly fins, some have pectoral fins
- Arthropods: mostly fins, some have pectoral fins
- Mollusks: mostly fins, some have pectoral fins
- Crustaceans: mostly fins, some have pectoral fins
- Amphibians: mostly fins, some have pectoral fins
- Reptiles: mostly fins, some have pectoral fins
- Birds: mostly fins, some have pectoral fins
- Mammals: mostly fins, some have pectoral fins

**Food**
- Fish: mostly plants, some eat carnivores
- Invertebrates: mostly plants, some eat carnivores
- Arthropods: mostly plants, some eat carnivores
- Mollusks: mostly plants, some eat carnivores
- Crustaceans: mostly plants, some eat carnivores
- Amphibians: mostly plants, some eat carnivores
- Reptiles: mostly plants, some eat carnivores
- Birds: mostly plants, some eat carnivores
- Mammals: mostly plants, some eat carnivores

**Special Features**
- Fish: scales, some have fins
- Invertebrates: scales, some have fins
- Arthropods: scales, some have fins
- Mollusks: scales, some have fins
- Crustaceans: scales, some have fins
- Amphibians: scales, some have fins
- Reptiles: scales, some have fins
- Birds: scales, some have fins
- Mammals: scales, some have fins

**How is this animal like me?**
- Fish: both breathe, are alive, and we eat
- Invertebrates: both breathe, are alive, and we eat
- Arthropods: both breathe, are alive, and we eat
- Mollusks: both breathe, are alive, and we eat
- Crustaceans: both breathe, are alive, and we eat
- Amphibians: both breathe, are alive, and we eat
- Reptiles: both breathe, are alive, and we eat
- Birds: both breathe, are alive, and we eat
- Mammals: both breathe, are alive, and we eat

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**What is it?**
- Screwdriver
- Trowel
- Pliers
- Paintbrush
- Hammer

**Who uses it?**
- An electrician
- A bricklayer
- A plumber
- A painter
- A carpenter

**What is it used for?**
- To fix the lights
- To spread cement
- To fix the pipes
- To paint the house
- To pound the nails
Process Grids

Nurture/Class @ Phylum
Krill | arthropoda
---|---

Habitat
Cold water

Prey/Food
Plant-like organisms
Whale - fish - octopus

Enemies/Predator
- Eggs hatch deep in ocean
- 5 pair of swimmerets
- 4 tentacles
- Sees prey in mm
- 2 pairs of eyes
- Sticks prey
- 3 arms 3/8 inches long
- Can throw body 20 miles
- Can grow new arms
- Sticky glue on arms
- Adopt young
- Eat at night
- When scared release black ink
- Soft body
- 8 tentacles
- Can camouflage

Life Cycle
Brittle star - echinoderma - low tide pools - tropics - dead plants - dead animals - humans

Crustacea - hammerhead shark - jellyfish - split tail - grow rapidly

Special Facts/Adaptation
- Can do 5000 miles in 5 arms
- Can grow new arm
- Sticky glue on arms
- 3/8 inches long
- Eat at night
- When scared release black ink
- Soft body
- 8 tentacles
- Can camouflage

Sea Creature
- Orca
- Great White Shark

Description
- Bony rings
- Krill
- Prehensile tail
- Fish family

Food
- Mammal (black and white)
- Sea lions
- Seals
- Sea otters

Enemy
- Pollution
- Humans
- People

Young
- Predators
- Young taken by father
- Any predator care by
- Will consume

Interesting Facts
- Male - 21.5 feet
- Female - 20 feet
- 245 pounds
- 2.5 prey
- Male - 8 toes
- Male - 6 toes
- Smell
- 1 drop
- Constant replacement
- Carrollo
Process Grids
Expert Groups

- Demonstrate features of non-fiction text
- Teach reading for information
- Promote comprehension and communication of key concepts

Step-by-Step

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team
6. Expert groups are heterogeneous groups
Story Maps

- Teaches story elements
- Promotes sequencing and comprehension
- Can be used as a story planner during writer's workshop
- Can be used in conjunction with the narrative input

Step-by-Step

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories
**Story Map**

**STORY MAP**

**Setting:** When? A long time ago. Where? Country fields.

**Characters:** J.J. Haff, friend, Dad, soldiers.

**Problem:** No markers—like a sign.

**Goal:** J.J. and his friend were going to be the markers.

**Event 1:** Building the house on a field.

**Event 2:** Looking at beautiful field—snowflowers.

**Event 3:** Reminds them of Civil War.

**Event 4:**

**Event 5:**

**Event 6:**

**The Resolution:** We are the markers.

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**STORY MAP**

**Setting:** On the beach.

**Characters:** Ben, seal, granddad, seals mom.

**What happened:**

1. Ben and his grandad went to the beach to fish and they saw a seal having a baby.
2. Winter came and the beach was deserted because the ocean was rough.

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**How did it end?**