Mi Abuela y Yo
Grades 1st – 3rd
Kaye Turner

Introduction:
This is one lesson from an overall thematic unit: “Our Cultural Family.” This unit incorporates all academic disciplines: science, math, music, art, life skills and social studies. Each lesson is written as language-embedded and language-rich to target the ESL and Special Education students. The unit includes all four learning modalities: visual, language, auditory, and kinesthetic. It is also designed to cross into all levels of Bloom’s Taxonomy, address the 8 intelligences identified by Gardner, and will be assessed using the 6-traits writing rubric.

Standards:
State Standard: This specific lesson targets the following Foundations of Reading

Standards:
1. Identify character in a story, and retell stories in sequence:
2. Identify the main character(s).
3. Retell storyline in sequence.
4. Use word recognition and decoding strategies, such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections:
5. Derive meaning from a written selection, using reading /decoding strategies: Picture clues, word order, word recognition (Bilingual).
6. Foundations Writing Standards:
7. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks.
8. Generate topics through prewriting activities -- (brainstorming, web).
9. Align purpose with audience (to entertain classmates with puppet show).
10. Write a story:
   a. Use sensory details/setting and characters.
   b. Develop a storyline with problem and events leading to a solution.

In addition, the lesson has built into it the Special Education (Age 3-21) Functional Reading Standards:
Demonstrate an understanding of directionality:
1. Rotate Pictures/book (puppets) to correct left/right and up/down orientation.
2. Demonstrate knowledge of the relationships between concrete experience and objects with progressively abstract symbols.
3. Match picture to activity.
4. Retell stories/directions in sequence, using gestures, words or pictures.
5. Identify main character.
6. Recall an event from a story.

Follow simple directions:
1. Follow 2-step related/unrelated directions.
2. Communicate a personal experience in a logical sequence, using gestures, pictures, drawings or spoken words.
**Behavioral Objectives:**
The main objective is for the students to retell (written and orally) a personal story or a fictional story, based on their cultural prior knowledge, and tied to the class reading of the book: Mi Abuela y Yo, by Mayer Mercer.

At the conclusion of this lesson, the student will be able to:
1. Listen attentively, using both L1 and L2 languages, students will retell Mercer’s book about cultural heritage with 80% accuracy.
2. Tie the story to their own prior knowledge and familial cultural heritage, using three oral and written examples.
3. Perform the state writing standards, tied to the 6 traits, to create their own fiction or non-fiction story to entertain, using two languages if desired.
4. Demonstrate their oral language skills with fewer than 10 errors by participating in a puppet-show event that highlights their writing.
5. Create a picture to visually display their understanding of perception, perspective, and point of view with 100% accuracy.

**Anticipatory Set:**
1. While seated in the reading circle, teacher and students will slowly read and re-read the book “Mi Abuela y Yo” by Mayer Mercer. A variety of reading modes will be used to involve all students: shared/guided reading, sustained silent reading, teacher-read and choral reading.
2. Using inquiry questioning, teacher will guide students into an oral group comprehension review of the book (Informal pre-assessment).
3. Teacher will create a web of student responses on the chalkboard, including a list of the various places visited by the characters in the book.
4. Referring to other content-area lessons with the concept of “same/different” and “point of view”, the teacher will instruct the students further on the concept of aerial views. Use of the illustrations in the subject book as well as additional visuals will be included. In-class kinesthetic demonstrations will include standing on chairs and discussing the students’ views as related to “same/different” and lying on the floor and looking up at the classroom.

**Assignment Activity:**
1. Students will be organized into partners. One will choose to be the Abuela and one the child.
2. Together, with teacher assistance, each partnership will write their own story, based on event(s) they have experienced in their own family. The writing process will be followed and supported by the teacher throughout.
3. When the writing is ready for publishing, the students will draw, paint or collage an “aerial view” perspective to illustrate their story, and create puppets for their characters. Partners will practice their shows with each other.
4. A special puppet show will be presented with family and friends invited.
5. Students will serve “Abuelita” brand hot chocolate and assorted cookies.
Closure:
On the day following the puppet-show (an interactive class discussion while in the reading circle) will be held. Teacher will guide oral language, while students compare/contrast the different stories (including Mercer’s), reinforcing “same/different” concepts throughout. Students will be encouraged to express their opinions and reactions to the event and the stories. They will be further directed to share their puppet show story with family and friends at home, and reminded to share that experience in the future.

Assessment:
Each student’s writing instrument will be assessed, using the 6-traits writing rubric. The puppet-show publishing will be for entertainment and enjoyment only, and will be informally assessed. Teacher will observe and chart student language.

Resources and Materials:
Mi Abuela y Yo, by Mayer Mercer
Teacher-made puppet theater stage.
Large sheets of drawing paper for each student
Crayons, markers, paint or colored pencils for each student
Chalkboard and chalk for web building
Paper and pencils for student writing
Dictionaries
Visual aides of aerial photography
“Abuelita” brand hot chocolate tablets, hotplate, cups, napkins, milk, sugar and pan
Teacher-generated individual pre-printed Abuela and child puppets, tongue depressors, glue, for each student to make puppets

Modifications for Students with Disabilities:
Students with disabilities as well as the second language learners will be paired up with a peer who will provide immediate assistance during the lesson. Whatever physical modifications are outlined in a child’s IEP will be in place. This lesson has been created to address the functional standards, and as such, each student will be expected to complete the assignment at his/her best ability. The language of this lesson is structured to include both L1 and L2.