



GeoCivics Lesson: Exploring Poetry in *Land of the Cranes*

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Teacher(s): Cynthia Villarreal Cantu	Unit title: Poetry and Literacy Lesson title: Exploring Poetry in <i>Land of the Cranes</i>	Grade Level(s): 3-6th
Notes: This lesson provides multilingual and multicultural students with opportunities to experience languages as a communication system, and it can be an extension of their culture and ethnicity. The lived experiences discussed throughout the poems will help students and families gain meaning from their community and background. Educators and administrators can work with the community to develop activities that will embrace students' voices and create empowerment.		
Pre-existing Knowledge: The students should have read the book of poetry, <i>Land of the Cranes</i> written by Aida Salazar and the book <i>Esperanza Rising</i> written by Pam Munos Ryan, prior to engaging and participating in the activities for this lesson. The book <i>Esperanza Rising</i> discusses asylum seekers and family detention camps for immigrants which will enhance the students' knowledge and background. The students will also need to know how to create a Venn Diagram and Plot Graph.		
Overview of Content: Literature for children that builds on equitable representation is vital in today's growing and changing world. Ladson-Billings (2016) suggested that "Culturally relevant teachers utilize students' culture as a vehicle for learning" (p. 287). Focusing on multilingual students' funds of knowledge can be valuable and enhance learning for emergent bilingual learners. Promoting a culturally sustaining pedagogy (CSP) and incorporating it into their daily lessons can celebrate learners' uniqueness. Paris and Alim (2014) suggested that "CSP, then, must engage critically with young people about the impact of their words and the full range of their funds of knowledge and create third spaces that take on both the liberatory and restrictive spaces" (p. 95). Acknowledging language, culture, and ethnicity can promote a pedagogy that supports the learners' language identity. Rowe (2018) recommended that students engage in authentic activities that allow bilingual students to practice their translanguaging skills. Translanguaging practices allow students to explore speaking, reading, writing, and creating their assignments in their native		

language and English. This can include essay, journal writing, oral narrations, and multilingual texts. These authentic opportunities can create a positive identity for multicultural students. Educators could learn from their students rather than impose their views on how translinguaging and code-switching work. Additionally, a one-size-fits-all pedagogy is unrealistic and not equitable for all learners. Since students come from different backgrounds, educators should understand the rationale for all multilingual students' choices and development. It is essential for teachers to provide safe and welcoming spaces for students to practice translinguaging. Through feedback, educators can motivate students to become critical thinkers.

Translinguaging can benefit all students and give them the power to express themselves. Learning about various cultures and heritages can also engage all learners. Ultimately, students will become citizens with an understanding and acceptance of differences to become part of a socially aware community. Bilingual and multilingual students should be encouraged to utilize all their languages and engage with text to understand the curriculum better. Through translinguaging, learning between the teacher and student can become a co-learning process.

References:

- Ladson-Billings, G. (2016). But that's just good teaching! The case for culturally relevant pedagogy.
- In E. Blair & Y. Medina (Eds.), *The social foundations reader: Critical essays on teaching, learning and leading in the 21st century* (pp. 285–292). Peter Lang. Paris, D., & Alim, S. H. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85–100.
- Rowe, L. (2018). Say it in your language: Supporting translinguaging in multilingual classes. *Reading Teacher*, 72(1), 31–38.

Purpose: What will students learn?

During this lesson, the students will explore translinguaging used through poetry in the book, *Land of the Cranes*. The students will make connections to bilingual students' experiences, background, and location. This book of poems tells the story of Betita's experience in a family detention camp as she waits for her journey from Los Angeles to Mexico. Betita, her mother, and other asylum seekers experience cruel and inhumane conditions. However, through poetry she empowers their voices. Throughout the lesson, the students will discuss how Betita used poetry to overcome the struggles in her life. After reading the poems from *Land of the Cranes*, the students will learn about the importance of identity, and agency to create a culture that promotes social justice. As part of the lesson, the students will create a song or poem based on the book. They will all also complete a Venn Diagram where they will compare and contrast Betita's and Esperanza's experiences.

National & State Social Studies Standard(s):

National:

- NCSS: 1 Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

- NCSS: 4 Individual Development and Identity: Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

Texas State Social Studies Standard(s):

Texas (TEKS): §113.16. Social Studies, Grade 5, Adopted 2018.

Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and,
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

National & State Geography Standard(s):

National:

Essential Element IV. HUMAN SYSTEMS

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
- Standard 12: The processes, patterns, and functions of human settlement.

Texas State Geography Standard(s):

Texas (TEKS) Geography: §113.16. Social Studies, Grade 5, Adopted 2018.

Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.

ELA Standards:

- Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017:

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using

multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and,
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

- (A) infer multiple themes within a text using text evidence;
- (B) analyze the relationships of and conflicts among the characters;
- (C) analyze plot elements, including rising action, climax, falling action, and resolution; and
- (D) analyze the influence of the setting, including historical and cultural settings, on the plot.

ISTE Teacher and/or Student Standard:

Student Standard: N/A

Language Functions:

- **Comparing and Contrasting:** Student uses language to describe similarities and differences in objects or ideas
- **Analyzing:** Student uses language to separate whole into parts, identify relationships and patterns
- **Synthesizing:** Student uses language to combine or integrate ideas to form a whole group
- **Evaluation:** Students use language to assess and verify an object, idea or decision.
- **Justifying:** Students use language to give reasons for an action, decision, point of view; convince others.
- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information.

Culturally Responsive Lesson Strategies:

- **VOICE:**
The lesson and assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **DIFFERENTIATION :**
The lesson and assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles. The lesson will focus on Cultural Identity and provide opportunities for the students to reflect on their culture and background.
- **HIGHER ORDER THINKING:**
The lesson and assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning. The lesson integrates Bloom's Taxonomy to help the students use levels of complexity and specificity to discuss and relate to the story.
- **SOCIAL JUSTICE:**
The lesson and assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change. Social Justice in the lesson seeks to value culture and purpose. Diversity in literature will help improve the students' respect toward others and accept other point-of-views.
- **EQUITY/DECOLONIZATION:**
Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction and language. The expectations are that students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds. Focusing on Empowerment the students will evaluate Betita's journey and relate it to their experiences.

Objective(s):

- Students will be able to describe and discuss Betita's experiences through writing poetry.
- Students will be able to create a song or poem based on the book, *Land of the Cranes* written by Aida Salazar.
- Students will be able to create a Plot Graph based on the events in the book, *Land of the Cranes* written by Aida Salazar.
- Students will be able to analyze the story, *Land of the Cranes*, and create a Venn diagram that compares and contrasts the stories *Esperanza Rising* and *Land of the Cranes*.

SIOP

SIOP Elements

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative: (2 parts)

- 1st part: Students will play a Popcorn game to share out their learning regarding content in Engage and Explore. *Instructions in Explain.*
- 2nd part: The students will take a vocabulary assessment focused on words read in the book, *Land of the Cranes* and will discuss the meanings of the terms in their own words. They will include a drawing and can also include translanguaging to support their thoughts and ideas. They will present their results to the class and the teacher will make note of the students' responses both orally and in writing as a Formative Assessment.

Summative:

The students will demonstrate their learning and how they connected to the story *Land of the Cranes*, by writing a song or poem about the characters or ideas in the book. The students must use characters or examples from the book to support their ideas. The students can also choose to write a found poem, free verse poem, acrostic poem or even a concrete poem. The students will write their poem or song lyrics neatly on a blank sheet of paper and add symbols or illustrations to add to the meaning, or they can also use a digital platform, where they can type it and decorate it. Students must use examples from the novel to support their ideas, and discuss three or more points and references in the book, and give detailed explanations. The students will be expected to reference specific poems that resonated with them the most, and the students must use examples from the book to support their ideas.

A score of 80% will indicate mastery.

Land of the Cranes Assessment Rubric

Exceeds Expectations	The poem or song discusses 3 or more points and references the book. Explanations are detailed and clear. The poem or song is creative.	90-100
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Meets Expectations	The poem or song discusses 3 or more points and references the book. The poem or song is creative.	80-89
Approaches Expectations	The poem or song discusses only 2 points. Ideas are briefly supported by the book.	70-79
Fails to Meet Expectations	The song or poem discusses only 1 point. Ideas are not clear or supported by the book.	Below 69

Key vocabulary:

agrónomo: Spanish word meaning “A plant and soil scientist”

asylum: Shelter from danger

campaign: An action to achieve a goal.

deportation: Expulsion of a non-citizen from a country

migration: movement from one country, locality, or place of residence, to settle in another

Mi’ja: Spanish word meaning “Daughter or girl”

prophecy: Divine inspiration

petition: In formal writing

Materials:

- Stories of 2 Immigrants (Liz & Sam) (in Lesson Materials Document)
- Copies of Character Maps, one per student (in Lesson Materials Document)
- Student access to computers/technology to view internet websites, conduct research, and look up word definitions.
- Paper supply for students to do drawings, writing descriptions, writing poems/songs.
- Book: *Land of the Cranes* (one per student)
- Student Journals for note taking
- Audiobook Excerpt for the poem *The Amparo Globe* from the book *Land of the Cranes*. (played in EXPLORE - Link in Sources)
- Computer and projection device for projecting videos, recordings, and images to the class
- Copies of Venn Diagram Template (handouts)- (found in Lesson Materials document)
- Venn Diagram Template Answer Key (found in Lesson Materials document)
- Copies of Vocabulary Assessment Worksheet (Formative Assessment handouts) (In Lesson Materials document)
- Vocabulary Assessment Worksheet Answer Key (In Lesson Materials document)
- Post-it Notes - one or more per student
- Website Explanation/Description of Plot Graphs (Teacher Resource - Link in Sources)
- Copies of *Land of the Cranes* Plot Graph Template (handouts) (found in Lesson Materials document)
- *Land of the Cranes* Plot Graph Template Answer Key (found in Lesson Materials document)

	<ul style="list-style-type: none"> ● Student drawing tools: Colored Pencils, Markers, Post-It Notes, Highlighters ● <i>The Land of the Cranes</i> Summary of Learning Rubric (Summative Assessment) - (found in Lesson Materials document) ● Copies of <i>Poem Instructions: Write Your Own Song or Poem</i> (Summative Assessment)- (found in Lesson Materials document) ● Student access to bilingual dictionaries, websites, digital platforms, books if needed ● Teacher Resource: Links to Additional Resources for <i>Land of the Cranes</i> (Links in Sources)
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Sources:

- Audiobook Excerpt for the poem *The Amparo Globe* from the book *Land of the Cranes* -narrated by Dani Gonzalez: https://www.teachingbooks.net/book_reading.cgi?id=20590

Teacher Resources: Links to Additional Resources for book: *Land of the Cranes*:

- **Author Website:** <http://www.aidasalazar.com/land-of-the-cranes.html>
- **Wakelet Resources:** <https://wakelet.com/wake/c3i8fE8MNLud8oh6QGFa3>
- **Reading by the Author:** <https://www.teachingbooks.net/tb.cgi?tid=71739>
- **Vocabulary Activities:** <https://www.vocabulary.com/lists/uzltey6f/land-of-the-cranes>
- **Website Explanation/Description of Plot Graphs:** <https://www.englishfury.com/plot-chart.html>
- **Bloom's Taxonomy:** <https://innovativeteachingideas.com/blog/a-teachers-guide-to-blooms-taxonomy>

Engage

Teacher Will: (Hook)

The teacher will strategically group students to provide language and/or learning support as needed.

1. Ask students if they have ever moved. Have students share (**only if comfortable**) the details, how they felt about it (good or bad), and why, where, etc.
2. Ask the class if they know of any other reasons why people move, including friends, family members such as parents, grandparents, aunts and uncles, etc. Make a list on the board.

Students Will:

1. Students participate in classroom discussions, and offer to share **if they are comfortable** doing so.
2. Reflect and share out their thoughts about why people move.

3. Share aloud the Stories of 2 Immigrants (Liz & Sam) who have moved from territories to the mainland. **(Note):** the teacher could consider presenting these stories as a poem such as free verse, etc. *Connecting these examples with what students are being asked to do in Evaluate.*
4. Introduce the geographic term push and pull factors and pass out copies of the Character Map to students and have them complete the Character Map recording the push/pull factors from Liz and Sam's stories. Then Discuss whether the reasons on the list represent one or the other, or both.

3. Listen to the stories of Liz and Sam who immigrated from U.S. territories to the mainland when read aloud by the teacher.
4. Think about the terms push and pull and work to complete a Character Map describing the push/pull factors that lead Liz and Sam to immigrate to the US. Then engage in a class discussion about whether each of the reasons for moving listed on the board is an example of a push or a pull factor.

(Grouping: Whole class) (Preparation: Linking to background) (Integrating Processes: Listening/ Speaking) (Application: Meaningful/Promotes engagement)

Explore

Teacher Will:

Inquiry question #1: *In the story, Papi states, “No matter how we struggle, remember to keep life sweet,” What are some examples of Betita and her family finding joy in the midst of injustice? How do you and your family find joy amidst struggles in your own life?*

(NOTE) The students will be partnered with fellow students to provide language and learning support as needed.

1. The teacher will give each student a copy of the book, *Land of the Cranes* and have them take out their journals and prepare to listen to an audio recording and take notes. And the teacher will present ***Inquiry Question #1*** to the class to think about as they listen to the recording below.
2. The teacher will play the [Audiobook Excerpt for the poem *The Amparo Globe*](https://www.teachingbooks.net/book_reading.cgi?id=20590) from the book *Land of the Cranes*.
https://www.teachingbooks.net/book_reading.cgi?id=20590
3. As they listen to the recording, the teacher will have the students discuss in their groups and use their journals to write down note taking examples of how Betita and her family find joy in the midst of injustice. The teacher will also ask the student to listen and take notes on how the family is affected and how they find joy throughout the book. The teacher will explain that many families try to find joy when they are having trouble and will ask the students to also discuss in their groups how they and their families have overcome difficult times.
4. The teacher will then address that Betita used writing poems to help her during her difficult time to overcome injustices, and the teacher will discuss with the class that writing and sharing is important.
5. When finished with the recording, the teacher will engage the students in a class discussion, asking students if they can

Students Will:

1. Listen to and think about Inquiry Question #1 as they take out their journals to prepare to listen to the audio recording from the book *Land of the Cranes*.
2. Students will listen to the [Audiobook Excerpt for the poem *The Amparo Globe*](https://www.teachingbooks.net/book_reading.cgi?id=20590) from the book *Land of the Cranes*.
3. In small groups, students will listen to the recording and discuss and take notes in their journals that show examples of how Betita and her family find joy in the midst of injustice and how they are affected and find joy throughout the book. They will also discuss in their groups how they and their families have overcome difficult times and how their family might find joy amidst struggles.
(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Writing) (Preparation: Linking to background) (Application: Hands-on/Meaningful /Promotes engagement)
5. The students reflect on what they have heard and discussed and will recognize a pattern or theme in the book and chapters to identify how it is

recognize a pattern or theme in the book and chapters to identify how it is structured. The students will share out their thoughts about this.

6. The teacher will then regroup the students into small groups again to discuss examples of how Betita and her family find joy in the midst of injustice and how their own family might find joy during struggles.
7. Then the teacher will explain to the students that the book is written in poems that Betita wrote during her struggles when she and her family were in a family detention camp waiting to be deported from Los Angeles to Mexico.
8. The teacher will ask the students if they can recognize a pattern, or theme in the poems and have them compare and contrast Betita's experiences to those of Esperanza in the book *Esperanza Rising*. And the teacher will explain that many undocumented families experience similar situations as they try to move into the United States.
9. The teacher will then explain what a Venn Diagram is and model how it is used to compare and contrast things, and the teacher will distribute a [Venn Diagram Template](#) (found in Lesson Materials Document) to each student, and will create groups of 3 or 4 students to work on the Venn diagram together.

(Scaffolding: Modeling)

10. The teacher will assign each student a role in the group. The groups will consist of a student that will be the leader, a writer, a reporter, and a scribe. The teacher will then provide time for the students to work together to complete their Venn Diagrams, and will also provide students with some sentence frames to support them in using *Language of Comparing and Contrasting in their discussions*: Sentence frames such as:
One similarity/difference between _____ and _____ is _____."
"_____ and _____ are similar because

structured. The students will share their thoughts about this with the class.

(Grouping: Whole class) (Application: Meaningful)

6. Regroup into a small group and discuss examples they have noted about how Betita and her family find joy in the midst of injustice and how their own family might find joy during struggles.

(Grouping: Small Groups) (Preparation: Linking to background)

8. In their groups, students will think about and discuss what pattern or themes they have recognized in the poems they have heard and then discuss what they have heard about Betita's experiences from the book *Land of the Cranes* and how these compare and contrast to those of Esperanza from the book *Esperanza Rising*.

(Grouping: Small groups) (Preparation: Linking to past learning)

9. Listen to and observe the teachers' description of what a Venn Diagram is and how it is used to compare and contrast things, and will be presented with a Venn Diagram Template. They will get into small groups to prepare to fill out their Venn Diagrams together.

10. Work together in their groups, each fulfilling their own role, to use the Venn Diagram Template to compare and contrast Betita and Esperanza's experiences. In their small groups, the students will present their ideas and practice using the *Language of Agreeing* and also using *Language of Comparing and Contrasting by using the* sentence frames provided by the teacher. The students can also include translanguaging to support their sharing and discussion.

(Grouping: Small groups) (Integrating Process: Reading/ Writing/Speaking/Listening) (Preparation:

<p><i>they both _____ and _____."</i></p> <p>The teacher will also provide additional sentence frames to support the students' discussion by using <i>Language of Agreeing.</i>: Sentence frames such as: <i>My ideas/answer/explanation is similar to/ related to....</i> <i>I agree with (a person) that...</i> <i>My idea builds upon (a person's) idea...</i> <i>I don't agree with you because.....</i></p> <p>11. When finished, the groups will share out their work and discuss as a class how Betita's experiences compared/contrasted to those of Esperanza's.</p> <p>(Scaffolding: Modeling/ Guided Practices) (Preparation: Linking to past learning/ Strategies used) (Application: Linked to objectives)</p>	<p>Linking to past learning) (Application: Hands-on/ Promotes engagement)</p> <p>11. Engage in a class discussion of how Betita's experiences compared/contrasted to those of Esperanza's by sharing out their Venn Diagrams with the class.</p> <p>(Grouping: Whole class) (Application: Promotes engagement)</p>
<p>Explain - Formative Assessment</p>	
<p>Teacher Will: The teacher will group the students in small groups of 3-4.</p> <ol style="list-style-type: none"> 1. Ask students to turn to their group and discuss what they have learned so far. Ask for a student volunteer. 2. Then, play popcorn with students. Throw a nerf ball (or other type of VERY soft object) to the volunteer to share. The student then tosses the ball to another student, etc. <p>(NOTE) The teacher will make note of the students' responses for use as the first part of the formative assessment.)</p> <ol style="list-style-type: none"> 3. Following the share out, students will work for approximately 45 minutes to complete the <u>Vocabulary Assessment</u>. The teacher will strategically group students to provide language and learning support as needed. 4. The teacher will assign each student a role in the group. The groups will consist 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Share with their group members what they have learned so far. 2. The student volunteer will begin the popcorn game by throwing the nerf ball to another student who will share out with the class what he/she has learned and then throw the ball to another student to share out their learning. The ball will continue to be thrown until each student has had a chance to share their learning with the class. <p>(Preparation: Linking to past learning) (Application: Hands-on/Promotes engagement)(Grouping: Independent/Whole class) (Assessment: Individual/Oral)</p> <ol style="list-style-type: none"> 4. Take on an assigned role for their group in order to work together to complete the <u>Vocabulary Assessment Worksheet</u>.

of a student that will be the leader, and a writer, a reporter, and scribe.

5. The teacher will distribute the Vocabulary Assessment Worksheet (in Lesson Materials Document) to each student, and explain to the students that words on the worksheet come from the book, *Land of the Cranes*, and that they will work together in a group to complete the worksheet by using their computers and technology to look up and write down the definition of each word and also write down a sentence from the novel that uses the word, and they will also draw an image of something that will illustrate the meaning of each word.
6. The students will be provided with language and learning support as needed as they work with their group members and include translanguaging to support their examples, thoughts, and ideas. The teacher will direct the students to discuss the meaning of each term listed on the worksheet in their own words and to collaborate with their group members in deciding on the picture they would like to include for each vocabulary term. The teacher will also give them sentence frames to support students in using *Language of Inquiry/Seeking Information* when talking with their group members. Sentence frames such as:

I wonder why . . .

How does . . . work?

I'd like to ask you about . . .

Am I correct in assuming that . . .?

Could you expand a little bit on what you said about . . . ?

Could you be more specific about . . . ?

Something else I'd like to know is . . .

The teacher will then provide time for students to work in their groups to complete their Vocabulary Assessment Worksheets.

5. View the Vocabulary Assessment Worksheet handed out by the teacher and make note of what the teacher is telling them about how to complete the worksheet. The students will take a Vocabulary Assessment in a small group, with each one participating in the role they are assigned. The students will look up the words and discuss the meaning of the terms in their own words, and will then collaborate on the picture they would like to include for each vocabulary term. They will also use sentence frames provided by the teacher to support them in using *Language of Inquiry/Seeking Information* when talking with their group members.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/ Reading/Writing)

(Application: Hands-on/Meaningful/Promotes engagement) (Assessment: Group/Written)

(Grouping: Independent) (Integrating Processes: Listening/Speaking/Reading)

(Preparation: Strategies used) (Scaffolding Guided practice)

7. After completing the assessment, the teacher will ask each group to present their results to enhance the class discussion and understanding of the vocabulary terms.

(NOTE:) The teacher will make note of both the students' oral and written responses on the Vocabulary Assessment worksheets for use as the second part of the Formative Assessment. This assessment will be based on both their written and oral responses.

(Assessment: Group/Written & Oral)

7. The students will then share their results with the class through a presentation.

(Grouping: Whole class/Small groups)(Assessment: Group/ Oral & Written) (Integrating Processes: Reading/Writing/Listening/Speaking)

Elaborate

Teacher Will:

Inquiry question #2: *How did Betita's story of immigration change throughout the book Land of the Cranes?*

The teacher will strategically group students to provide language and learning support as needed.

1. The teacher will present **Inquiry Question #2** to the class: ***How did Betita's story of immigration change throughout the book Land of the Cranes?*** and have the students participate in a *Sticky-Note Storm Activity* in a small group of 3-4 students where they will brainstorm and review how Betita's story of immigration changed throughout the book, *Land of the Cranes*.
2. To participate in the *Sticky-Note Storm Activity*, the teacher will tell the students, in their groups, to reflect on and talk about the beginning, middle, and end of the story. The teacher will also ask the students to first explore and discuss ideas of how immigration changed throughout the book before writing them on their Post-it notes. The teacher will then pass out Post-it Notes where they will write down their ideas. When done, the

Students Will:

1. Think about Inquiry Question #1 and reflect on what they have learned from the *Land of Cranes* book about immigration.

(Preparation: Linking to past learning)(Grouping: Independent)

2. Participate in *Sticky-Note Storm Activity* in a small group where they reflect on and talk about the beginning, middle and end of the story and then will brainstorm and review how Betita's story of immigration changed throughout the book. Then the students will use their *Sticky-Notes* to write down their ideas about how Betita's story of immigration changed throughout the book and will then post them around the room.

teacher will ask the students to post their notes around the room.

3. The teacher will then discuss with the class what a Plot Graph is in general and what they can be used for. (NOTE: Description of a Plot Graph can be found in Additional Resources for Books link:

<https://www.englishfury.com/plot-chart.html>

The teacher will explain the meaning of the terms used in a Plot Graph: exposition, (introductions), rising action, climax, falling action, and resolution (conclusion) and relate these to how Betita's story of immigration changed throughout the book.

4. The teacher will then tell the students that they will use the ideas from the Post-it Notes as they develop ideas for their Plot Graph related to the book, *Land of the Cranes*. The teacher will give the students a Land of the Cranes Plot Graph Template (in Lesson Materials Document, or they can choose to create their own through apps or other media sources), and in groups of 3-4 students, the teacher will tell the students to create a Plot Graph that will include important events in the book and include the Plot Graph Vocabulary terms as they fill out the graph. The teacher will provide color pencils, markers, Post-it Notes, and highlighters for the students to complete their Templates.

(Preparation: Linked to past learning/Strategies Used) (Scaffolding: Guided Practice)

5. When done, the teacher will have each group present their Plot Graph to the class by creating a gallery walk to engage the entire class in a discussion of what their Plot Graphs show are the important events in the story, *Land of the Cranes*. The teacher will provide students with language and learning support as they practice expressing opinions by using the following sentence stems provided by the teacher:

I think/believe that....

In my opinion....

Based on my experience, I think...

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading/Writing)

(Preparation: Linking to past learning)

(Application: Hands-on/Promotes engagement)

3. Listen to the teacher's explanation of what a Plot Graph is and how it is used, and note the meanings of the different terms used in a Plot Graph and how they relate to Betita's story.

(Grouping: Whole class)

4. The students will work in their groups to use the ideas from their Post-It Notes to create their Plot Graph that is based on the changes throughout *Land of the Cranes*. As the students complete the Plot Graph Template, they will include the terms exposition (introduction), rising action, climax, falling action, and resolution (conclusion) as they analyze how Betita's story of immigration changes throughout the book. The students will include translanguaging as they create the events in their Plot Graph, and the students can also choose to create their own using various design platforms and digital media.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading/Writing)

(Application: Hands-on/Meaningful/Promotes Engagement)

5. In their small groups of 3-4, the students will present their final Plot Graph to the class by displaying their Plot Graphs in the classroom through a gallery walk that actively engages the entire class in discussing the important events in the story. In the discussion the students will practice expressing opinions by using the following sentence stems provided by the teacher:

I think/believe that....

In my opinion....

Based on my experience, I think....

<p>(Preparation: Strategies Used) (Scaffolding: Guided Practice) (Application: Linked to objectives)</p>	<p>(Grouping: Whole class) (Application: Meaningful /Promotes engagement) (Integrating Processes: Listening/Speaking/Reading)</p>
<p>Evaluate - Summative Assessment</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. The teacher will tell the students that they are to write a song or poem that expresses their learning and how they connected to the story <i>Land of Cranes</i>, and the teacher will present the <u>Land of the Cranes Summary of Learning Rubric</u> (in Lesson Materials Document) to the students and go over the expectations below: <ol style="list-style-type: none"> a. The students will be expected to reference specific chapters that resonated with them the most. b. The students must use examples from the book to support their ideas. c. The students will take the assessment in written form. 2. The teacher will then review and show examples of the different types of poems that the students can use for their assessment (found poems, free verse poems, acrostic poems or concrete poems). by passing out copies of the <u>Poem Instructions - Write Your Own Song or Poem Handout</u> (in Lesson Materials Document) and explain what they are to do to complete their assessment: <ol style="list-style-type: none"> a) Write a poem or song lyric on a blank sheet of paper, b) Add symbols or illustrations to add to the meaning c) Or they have the option to use a digital platform where they can type it out and decorate it. <p>(NOTE) The teacher will explain to the students that the poem or song they create needs to demonstrate how they connected to the story.</p> <ol style="list-style-type: none"> 3. The teacher will provide students with language and learning support as needed to complete their poem or song by being 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. The students will take note of the expectations for writing a song or poem of their learning and how they connected to the <i>Land of the Cranes</i> story. <p>(Grouping: Whole class/Independent)</p> <ol style="list-style-type: none"> 2. The students will reflect on the poem examples and consider which type of poem they will want to use to create a poem, and they will make note of what their poem/song lyric needs to be focused on and include based on what they have learned and how they have connected to the story <i>Land of Cranes</i>. Students will also consider and decide on how they will complete the assignment (either written on paper or typed up digitally). <p>(Grouping: Whole class/Independent) (Preparation: Linked to past learning/Linked to background)</p> <ol style="list-style-type: none"> 3. Use the <u>handout, Poem Instructions: Write Your Own Song or Poem</u> to help them complete their assessment. They can also use their journal and Vocabulary Assessment if needed,

able to use their notes from their journal and vocabulary assessment to answer the questions in their home language. The teacher will also have students incorporate translanguaging in their responses and use their bilingual dictionaries, websites, digital platforms, and books as support. In addition, the teacher will provide students with additional time to complete their summaries if needed. The teacher will also provide watercolors, color pencils, markers, and highlighters, and provide sufficient time for the students to complete their assessment.

(Preparation: Strategies used) (Scaffolding: Guided Practice) (Assessment: Individual / Written)

4. When completed, the teacher will have students turn in their summaries and the teacher will grade the assessment based on individual student responses and using the Land of the Cranes Summary of Learning Rubric. A score of 80% will indicate mastery.

(Assessment: Individual/Written) (Application: Linked to Objectives)

and can incorporate translanguaging and use of other tools (dictionaries, websites, digital platforms, books, etc.) for support if needed to complete their assessment.

(Assessment: Individual/Written) (Grouping: independent) (Preparation: linked to past learning/background) (Application: Hands-on /Meaningful/Promotes engagement)

4. Turn in their completed assessment for grading.

Extension(s):

- The students can design a poster that reflects their interpretation of the book, *Land of the Cranes*.
- The students can use paints, crayons, watercolors, pencil, or media to create their design.
- The students can display their final product throughout the class, and the teacher can invite caregivers to participate in a gallery walk during Open House to view the students' final products.