

SIOP LESSON PLAN, Final Draft – Elizabeth Escalante

Content Area: Social Science – Introduction to U.S. Constitution

Grade Level: 4th – Sheltered lesson for English learners in a mainstream classroom

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English Learners (Name-L1-CELDT Level Listening/Speaking, Writing, Reading):

There are five ELL out of 20 in the class.

1. Merary – Spanish – Early Advanced, Intermediate, Intermediate
2. Joel – Spanish – Intermediate, Early Advanced, Early Advanced
3. Erika Q. – Spanish – Intermediate, Early Intermediate, Early Intermediate
4. Erika V. – Dutch – Early Advanced, Early Advanced, Intermediate
5. Sam – Mandarin – Early Advanced all throughout

Preparation

This lesson addresses the following academic content standards:

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

The following ELD standards will also be addressed:

Listening/Speaking

CA ELD - SL.4.1,6; L.4.1,3,6 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.

Reading/Writing

CA ELD - RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6

Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

CA ELD - W.4.4-5; SL.4.4,6; L.4.1,3,5-6

Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.

The goals for English language learners will be for them to demonstrate their knowledge and understanding of the U.S. Constitution through verbalizing and writing their thoughts, perspectives, or opinions. Students will also be able to compare and contrast the laws (rules) that are needed in our classroom and nation. They will evaluate, analyze, choose, compare, and select which laws are most necessary to create a healthy, functioning society. The outcomes of obtaining these goals will be assessed through discussions made in the class as a whole, assigned collaborative group work (or in pairs), and think-pair-share.

The following adaptations will be used for this lesson:

1. *We The Kids* by David Catrow – a picture book with illustrations that represent lines of The Preamble of the Constitution
2. *Constitution Translated for Kids* by Cathy Travis – an adapted book that translates the Constitution into “kid language” and contains other useful pages such as a timeline of important dates that lead to the Constitutional government and pages that explain the three branches of government. (Every student will have their own copy of the book during the entire unit about the Constitution. If the budget does not allow for all students to have their own copy, make photo copy handouts of most important pages.)
3. A differentiated version with further scaffolding of the “Build Your Own Constitution Dictionary” activity with the definitions already written in them.
4. Copies of lyrics to songs that will be heard in class. Lyrics sheets will also include illustrations.
5. *Schoolhouse Rock* videos.
6. Written template for end-of-the-lesson journal prompt.

Building Background

To link the students’ background knowledge to the concepts of the Constitution, questions will be asked during the lesson for students to ponder on and tie back into their own personal experiences. Discussion about the order of the classroom, their homes, and the local community will also be the foundations for our lesson about the Constitution, what it does and why it exists. From this discussion, students can use these experiences as the framework that helps them understand the purpose of the Constitution. Knowledge about the Constitution may also be very important to those students whose families emigrated from other countries and have parents or family members who wish to become naturalized citizens of the United States. This discussion can also be brought up in class as we will be talking a little bit about this process and what is important to know on the civics test for citizenship.

Comprehensible Input

1. Students, as a whole class, will first talk about where they live using terms such as streets, cities, states, countries, hemisphere, continent, planet, solar system and galaxy. Maps will be used and will be displayed on an over-head projector. This will provide some better perspective for the students as to what is a city, state, or country. Have ELL

students contribute by sharing about their home countries; what city they used to live in, what province, or where their families came from. (5 minutes)

2. Explain that at every level (city, state, and country) we have a set of rules, otherwise known as laws that we all live by to maintain order, fairness, and safety. **(1 minute)**
3. The Hook - "How can we make our classroom (community) a safe, orderly, fair, and happy place to work and learn?" Students will role-play a classroom that is not a place to learn. Explain how this is a question that students, teachers, and people that live in a city, state or country ask themselves when they work to establish rules or laws for a new place to live or work. **(5 minutes)**
4. Think-Pair-Share. Each pair will talk about rules or laws that would help us to make this classroom the best possible place to learn. Students will agree on the rules that will be used in the classroom this school year. Check in with Joel and Erika Q. to see how much they are contributing to the discussion. Prompt with questions for them and whoever else they are paired with if needed. (5 minutes)
5. We will then come back together as a whole class for every pair to share with everyone what they have talked about. One person from each pair must share at least one thing that was discussed. Have Joel and Erika Q. share with the class what they have discussed with their partners to check on comprehension and listening. Hold comments and questions until each pair has shared. Open the floor again once everyone has shared. **(Allow 5 minutes for this segment for students to formulate their thoughts, questions, and what they want to verbally express.)**
6. Introduce the *Constitution of the United States* (write out the words on the board or have a visual display of those words). Explain that the U.S. Constitution is the highest law in our land. It explains how our whole government works and lists the basic freedoms that all Americans enjoy. Why is it so important? Point out that because of the Constitution, our leaders can't make a new law that is unfair. Throughout the years, many laws and rules have been amended, or changed. (Tie back to classroom rules. Can we make a rule that allows only some students to have access to certain materials/resources/freedoms/etc.? Would that be considered as a fair rule for everyone?) Because of the Constitution, the students in your class can practice any religion they like and share their opinions freely. Guide students to understand that the Constitution was written more than 200 years ago, but is still very important in our lives today. **(5 minutes)**
7. Explain that the Constitution is divided into several sections.
 - The first part, the Preamble, explains who is writing the Constitution and why.

- The second part, which is composed of seven Articles, explains how our government will work.
 - The third part, the Bill of Rights, is a list of amendments, or additions, that the Constitution writers thought were important. These additions name the rights or freedoms that Americans have. After the first 10 amendments in the original Bill of Rights, the Constitution includes other additional amendments that have been added over time. **(3 minutes)**
8. There are plenty of large words in the Constitution that makes understanding the document even harder. The next activity will be to create a personal dictionary (“Build Your Own Constitution Dictionary”) of words that will appear in the Constitution. Students may have access to the selected resources: *Constitution Translated for Kids* by Cathy Travis, their textbooks, and dictionaries. ELL students will have a differentiated version with additional scaffolding of the assignment with the definitions already written in for them. These definitions will be taken from *Constitution Translated for Kids* book. Make sure ELL students refer to this book first to complete their dictionaries. All students will also be handed out sheets of pictures that they can cut and paste into their dictionaries. These pictures must be correctly matched with their corresponding vocabulary words and definitions. The pictures and the defined words will be pasted onto construction paper (any color of the student’s choice) which will later be bound together as a book (or placed into a binder as more Constitution vocabulary words can be added to it in future lessons), or their own personal dictionary. Students can follow the teacher’s sample that is already pre-made. They can also work together with their table groups (typically with four or five desks together), especially having other peers help out ELL classmates. **(15 minutes)**
9. Wrap up activity. Think-Pair-Share. Which words were the easiest and which words were the most difficult? What do you understand from these words and can you give examples as to what they may mean or can you put it in a sentence? Check in with all ELL students with their contribution to the discussion and listen to the examples they give and the sentences they verbally construct. All students will later write what they have shared in their journals at the end of the lesson. **(5 minutes)**
10. Come back together as a class to review the words. Go through the list of words and ask the class as a whole how well they understand the words. “Thumbs up” if they understood the word. “Thumbs down” if they still have difficulty understanding. Then a “closed fist” if they may have an idea but still don’t quite understand the word. Demonstrate thumbs up, thumbs down, and a closed fist. Encourage students to ask a variety of questions, their “Who, What, When, Where, Why, and How” questions. Review the words that most students had a hard time understanding, especially words that are important to know when reading the Constitution. **(10 minutes)**

11. The class will come together as a group to the back of the room. We will read *We the Kids* by David Catrow. Review the book, stopping for clarification and discussion of terms. List on the overhead each idea from the Preamble to the Constitution and opposite each one the corresponding student definition. Use paraphrasing technique to restate students' responses to model correct English. Also write in complete sentences with correct English on the overhead display or board. **(15 minutes)**

12. Students will return to their desks as we wrap up the day's lesson on the Constitution with a Schoolhouse Rock clip. It is a song about the Constitution's Preamble and that will end as the "preview" of what the next lesson on the Constitution will be. Give copies of the lyrics to ELL students and make more copies available for other students who would like to have one. The clip will be presented again for the next lesson. **(3 minutes)**

13. Journal prompt that is written on the board or on the over-head: "Why do you think the Constitution is important to the United States? How are rules and laws important to our country, communities, homes, and classroom? What else have you learned about the Constitution? List the new vocabulary words that were hardest to understand and list the words that were easiest to understand. Write down the examples and sentences that you and your partner came up with during your discussion." Have a template ready for Merary, Erika Q., and Erika V. for them to fill out for their journal entries. Any journal entries that are not finished will be homework. **(8 minutes)**

Total time length of lesson: **1 hour and 25 minutes**

Strategies

These are the cognitive strategies that students will be using during this lesson:

- Organizing
- Summarizing
- Re-evaluating
- Reasoning

Interaction

There are Think-Pair-Share activities in this lesson that help develop students' listening and speaking skills in English. Students also work together with their table teams to collaborate and act as a peer support group. The class also has the chance to come together as a whole to listen to a story that is read to them. During discussion of the story, the class is working as a large cooperative group to create their own student definitions to the story. Our discussions as

a whole class is also an opportunity for students to interact with each other as they are all contributing to the lesson together with their ideas and insights, especially at the beginning of the lesson with the discussion of laws and order.

Practice/Application

Through the Think-Pair-Share activities, students apply what they have learned from the lesson by sharing to their peers what they have learned and what they would like to know more about from their activities. At the end, they are asked to write in their journals by responding to a journal prompt that attempts to assess what they have learned from that lesson. Later on in the unit, there are additional projects and collaborative group activities that the students will do. One of the collaborative group activities includes a worksheet that guides students to set up a framework to write their own constitution for their classroom.

Review/Assesment

Assessment takes place after each Think-Pair-Share segments. Journals are another medium used to check for understanding. Students record their answers to the prompts after each lesson and whenever asked to record anything else during the lesson. Vocabulary is reviewed during the lesson with a thumbs up/thumbs down approach and students will later turn in their personal dictionaries for grading. The journals will also be turned in for review as students have been asked to record vocabulary words that they had difficulty with. Another way to assess students on what they have learned can also be conducted informally by walking around, checking in during Think-Pair-Share discussions, and observing while they complete their Constitution dictionaries.

Materials and Resources used for this lesson plan:

Constitution Translated for Kids by Cathy Travis

We The Kids by David Catrow

Preamble Song by Schoolhouse Rock - <http://www.youtube.com/watch?v=30OyU4O80i4>

Preamble Song lyrics - http://www.lyricsmania.com/preamble_lyrics_schoolhouse_rock.html

California Court's Civics Lesson Plan on the Constitution - <http://www.courts.ca.gov/17459.htm>

Scholastic's Grade 3-5 Constitution Lesson Plan -

<http://www.scholastic.com/browse/article.jsp?id=3750120>