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Creating Units For Second Grade Learners of English as a Foreign Language

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CREATING UNITS FOR SECOND GRADE LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

A Project

Submitted

in Partial Fulfillment

of the Requirements for the Designation

University Honors

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December 2010

This Study by: Laura Messerly

Entitled: Creating Units for Second Grade Learners of English as a Foreign Language

has been approved as meeting the thesis or project requirement for the Designation

University Honors with Distinction or University Honors (select appropriate designation)

12/9/10

Date

Dr. Tammy Gregersen, Honors Thesis/Project Advisor

12/20/10

Date

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The Need for English as a Foreign Language

Teaching English as a Foreign Language is becoming more popular as English is in high demand

in countries throughout the world because of globalization (Niklov, 2006). The chief difference between

English as a Foreign Language (EFL) and English as a Second Language (ESL) is that the language is being

learned in a non-English speaking community (EFL) versus an English speaking community (ESL). These

non-English speaking communities are being affected by multinational corporations. As businesses grow

and globalize, flourishing across continents, factories and branches are sprouting up in places all over

the world. Technology, too, has contributed to the spread of English by making a country halfway

around the world accessible by a click of the mouse.

Because of this, English is quickly becoming a lingua franca; that is, a common language

between speakers of other languages. World-wide, there are more non-native English speakers than

there are native English speakers; only one in four English speakers is native (Crystal, 2003). For

instance, in a business meeting of a large corporation there might be a native speaker of Russian, a

native speaker of Spanish, a native speaker of German, etc. who are all communicating through English,

their second (or third) language. Hence, English is becoming a crucial language to learn for economic

reasons.

For this reason, countries and governments around the world are pushing for English to be

taught in schools at a younger age. A common belief is that if a language is learned at a young age, it is

learned faster. For example, according to this line of thinking, an adolescent of 16 years of age will have

a better grasp of the language if s/he is taught from the age of seven rather than the age of 12. Because

many governments and even parents see the benefits of early English education (eventual better

economy nation-wide, better chance of getting a job for the individual), and are of this persuasion,

teaching EFL, especially to young learners, is becoming a popular choice in overseas education systems.

However, although the idea sounds attractive in theory, there have been problems implementing the plan. For instance, governments want to promote learning English, but many are developing countries and do not or cannot provide schools with the funds to produce adequately trained teachers or sufficient curriculum and materials. Teachers are thrown into the position and might not have any training at all. Administrators assume that any person who can speak English can also teach English, but this is not always true or effective. Thus the government and administrators are in a quandary; they want to teach English early to boost the economy, job market, etc. but are unable to properly fund the program to achieve such goals (Nunan, 1999). Sometimes, private partners, such as non-profit or mission organizations endeavor to provide a better English education if the education the government is not providing is not adequate. Strong Tower Christian School is an example of one of these endeavors, where I found myself volunteering as an English teacher in the summer of 2009.

The Need for EFL Units: Strong Tower Christian School

When I volunteered at Strong Tower Christian School, in rural Pueblo Nuevo, Peru, I was put into teaching approximately eighty students. Because Strong Tower is a beginning program, without much funding, there was no curriculum and only very scant teaching materials. For that summer, I survived from lesson to lesson, trying to be creative with teaching vocabulary but often without a context or continuity of content. After researching EFL curriculum for young learners, I found very few resources that were conducive to the school's budget and still provided quality curriculum to young learners. Because of this, I decided to dedicate my University of Northern Iowa Honors Thesis research and project development to this school in Pueblo Nuevo. My goal was to develop units that could be taught at Strong Tower (with or without expensive technology) that include the methods and practices that I have learned in my course of study of Teaching English to Speakers of Other Languages (TESOL). I have written these units to be implemented at Strong Tower but this work will not include their actual

implementation. In this introduction I will describe the learners and the context for which these units were created. In addition, I will discuss the theories and methods that are included in the forming of the units. Finally, I will outline the specific content of the units and give support for the methods used in creating the units.

Learners and Contextual Factors:

In creating the units, I had to keep in mind certain important learner and contextual factors such as the demographics of the students, background knowledge and skills of the students, as well as the overall goals of the program. Also included in this section are considerations of the characteristics of younger learners that have an effect in unit planning.

Demographics, Background Knowledge and Skills, Overall Goals of the Program:

A normal class size in Strong Tower Christian School is approximately twenty students. The students share many demographic similarities. Most of the students are from very low socioeconomic backgrounds; if not for scholarships, some of the children might not be attending school. The students have limited educational resources (such as books) in the home and parents who are unable to devote time to read to them and build vocabulary. All of the students live in a Spanish-speaking community; the only time they come in contact with English is at school.

The majority of the students have been in school together since preschool, for a total of three years. The students are developing literacy in their first language (L1), Spanish, while they have not yet begun to develop literacy in English, their second language (L2). The students have basic knowledge of English, such as colors, shapes, animals, body parts, and clothing. They also know formulaic phrases such as greetings ("How are you?") and directions ("Sit down", "Give me____").

The students are part of a program that begins with English immersion in preschool. After preschool the students are moved to pre-kindergarten and then to kindergarten in which most of their instruction takes place in Spanish, except for 45 minutes a day of English class. The distribution of time and language of instruction is repeated for first grade and second grade. The program is still in the beginning stages and is adding grades year by year. The ultimate goal of the program is to be conducting instruction almost entirely in English by the time the students graduate from high school. This means that the language will be used as a medium to teach content. In addition, the program is part of a Christian school, thus God and the Bible are emphasized in all classes. Many of the English songs that the students know are religious-based.

Young Learner Characteristics:

The age of the students is perhaps the most crucial aspect that affects the syllabus design. Students in second grade will learn differently than junior high or high school students. The following section will focus on research about developmental characteristics of young learners and how they learn by focusing on what children are generally able to do by the age of seven or eight. A later section will focus on the implications of these characteristics and the methods and programs used in the units to reach the young learners.

No investigation into child development is complete without a review of the concepts of Jean Piaget and Lev Vygotsky, two researchers who sought to describe the psychological development of children from birth to adulthood. In the light of language learning, Piaget's concept of a child is that of an active learner that is constantly constructing meaning through experience. Piaget noted that children are not capable of abstract meaning until adolescence, so younger children can only think in concrete terms (Cameron, 2001). Other researchers have disagreed and said that Piaget's theory underestimates a child's mind. They are of the impression that, with proper supplementation and accommodation,

children can produce higher levels of thought. Other criticisms of Piaget include his lack of attention to social influence in a child's development, a topic taken up by Vygotsky (Cameron, 2001). Vygotsky adds the dimension of social interaction as being essential to a child's development. The child is still an active learner, but s/he does not create meaning alone. One of Vygotsky's key concepts is the ZPD (Zone of Proximal Development) which states that there are levels to which students can progress with the help of another person. Vygotsky and Piaget together provide a basis for understanding the psychology of children; they are concrete learners who are actively constructing meaning through interaction with the world around them with the help of peers and adults.

Young learners are different from older learners in many ways. On the whole they are more holistic learners, seeing the overall picture before the analytic details (Curtain & Dahlberg, 2004). Cameron (2001) describes young learners as being enthusiastic, upbeat, pleasing teacher over peers, attempting tasks even without completely understanding instructions, and having a shorter attention span which causes them to bore quickly from activities. While they do not yet have metalanguage (words to talk about language/language concepts) they do seem to have fewer inhibitions in using the language (Cameron, 2001). Lightbown and Spada (2006) agree with the idea that younger learners are more open to using the language. They attribute it to a low affective filter. Younger learners seem to have less anxiety in producing the language, even if they have low levels of proficiency (Lightbown & Spada, 2006).

A very succinct and descriptive analysis of the primary learner appears in Shrum and Glisan (2010) that seeks to capture how this particular age group learns and what they are able to accomplish:

Primary students (ages 5-7; kindergarten, grades 1 and 2): learn best through concrete experiences and immediate goals; are imaginative and respond well to stories of fantasy and dramatic play; learn through oral language and can develop solid oral skills, pronunciation, and

in intonation when they have a good model; learn well through dramatic play, role play and use

of stories; have a short attention span and require large-muscle activity; need structured and

specific directions and regular routines. (p. 113)

In addition, elementary learners are in a stage of development called the mythic stage in which

they see the world emotionally and are exploring the polar opposites such as love and hate, good and

evil. Stories are particularly effective in teaching this age because there is a set progression to a story

(beginning, middle, and end) and emotional content, often involving those polar opposites mentioned

earlier (Curtain & Dahlberg, 2004).

Theories and Methods:

After having considered the characteristics of young learners and the specific contextual factors

of the students included, I have decided to use a variety of theories and methods in planning the units.

The theories that appear most frequently in the units are that of Total Physical Response (TPR),

Communicative Language Teaching (CLT), and integrating content and language.

Because the Communicative Language Teaching method (CLT) focuses on interaction between

students, it is a likely method to use in order to take advantage of children as active learners in a social

context. It is characterized by students communicating with each other and the teacher in the target

language. Emphasis is also put on using appropriate language for specific functions, rather than focus on

explicit grammar rules (Larsen=Freeman, 2000). Communication is key in language classrooms. More

specifically, communication should be authentic in nature and should convey a purpose. Authentic

communication is how things are communicated in real life; dialogues should not be stilted and staged

but dynamic and real, seeking to exchange information, solve tasks, etc. Therefore much of the class

involves group work in which the students can interact with each other. The overall idea of CLT is to use

the target language as much as possible in games, role-plays, tasks, and to use it in communication with

other students (Larsen-Freeman, 2000). Also essential to a CLT classroom is the use of scaffolding. To

elicit conversation, the teacher has to provide scaffolding to the students to supply background

knowledge and forms so they can communicate at a specific level over a certain topic (Horowitz, 2008).

Scaffolding is extremely crucial for younger learners as well because they are actively constructing their

world through experience; they need scaffolding to be built up under them to support them.

Another method that I used is the TPR method: Total Physical Response. In this method,

students follow the directions of the teacher (e.g. "Stand up" or "Run and touch the black square"). The

response is physical, which gets children moving. Due to young learners needing large-muscle activity,

TPR alleviates that need while still focusing on language learning (Horowitz, 2008). While the method

has been considered to have limited usefulness after basic language skills are learned, another

dimension of TPR, TPRS (Teaching Proficiency through Reading and Storytelling) allows for greater

involvement with the language (Horowitz, 2008). TPRS allows for stories to be told in the form of

pictures, props, gestures, choral movements, etc. It allows for the students to be more interactive with

the teacher and solidifies vocabulary while drawing students' attention to certain forms and language

chunks.

Finally, I sought to integrate content and language as much as possible. Because the overall goal

of Strong Tower Christian School's program is to be teaching almost all subjects in English by the time

the young learners graduate from high school, it is important to begin teaching content through the

medium of the target language as soon as possible. Content integration can be accomplished through

thematic units, such as holidays, school, home, sports, countries, family, weather, and folktales. The

thematic units can also be planned so that various disciplines are woven together. For instance, an inter-

disciplinary unit on insects can include reading and writing stories or poems about insects (language

arts), classifying insects and discovering where insects live and what they eat, etc. (science), making a

collage from dried/pressed insects (art), singing songs like "The Insy Winsy Spider" (music), discussing insect communities and how they work together (social studies), and learning mathematical operations with 6's and 8's (math) (Lipton, 1998). In almost all of my lessons I incorporated science, math and art because I thought it was important for students to be learning content while also learning language.

Implication in the Content and Methods of the Units

The units themselves are focused around fairy tales: "Little Red Riding Hood" and "Jack and the Beanstalk." I chose fairy tales not only because children learn well by stories, but also because there are many ways I could branch off from what is included in the fairy tales to formulate different lesson plans. Throughout the units I emphasized communication through authentic listening and speaking by having students do role-plays in which they simulated real-world tasks or acted out scenes from the fairy-tales. I also emphasized TPR by having activities which would be getting the students up and out of their chairs. In my units the students are participating in role-plays, dramas, and other communicative activities. Visuals are extremely prominent in my units especially because of the students' age. Finally, I pushed the integration of content areas such as art, science and math.

Also important is the technological emphasis in the second unit. The first unit I kept very low-tech because the school does not have the resources for an involved technological unit. However, as the school is adding grades they are also slowly acquiring the accoutrements for a technological unit, so I designed the second unit to incorporate technology such as a projector, Power Point, video camera and webcams, and internet communication.

The units are fashioned around the American Council on the Teaching of Foreign Languages (ACTFL) standards. These are the Standards for Foreign Language Learning in the 21st Century and include Communication, Culture, Connections, Comparisons and Community (National Standards in

Foreign Language Education Project, 2006) Each standard is mentioned in the Unit Outline as well as a description of how it is incorporated into the unit.

Conclusion

In conclusion, the units that follow are built on several factors. A specific school and learners were taken into account, including their demographics, background knowledge and skills, and the overall goals of the program. Also considered in the creation of the units are the characteristics of young learners. Several theories and methods were selected to be incorporated in the units, including Communicative Language Teaching, Total Physical Response, and integrating content and language. The units themselves incorporate kits produced by the British Council of English which provides visuals as well as supplemental activities.

These units that have been created fill a gap that I have seen in the EFL field. While numerous curricula exist for adult learners of English, there are few affordable, low-technology curricula for young learners of EFL. These units provide a curriculum for schools such as Strong Tower who have a limited budget, limited technology, and no existing English curriculum for their elementary students. While "Little Red Riding Hood" can be implemented with extremely low technology, "Jack and the Beanstalk" is created to be used with more advanced technology, which hopefully will become part of the school as the years pass, the school grows, and the budget increases. I hope that these units can be used in Strong Tower and elsewhere overseas where students, especially of low-income areas, can receive a quality education in English that focuses on meaningful vocabulary and language development through using methods appropriate for young learners that reach across discipline areas.

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Little Red Riding Hood

Little Red Riding Hood

1	**Unit Title:** Little Red Riding Hood	**Unit Designer:** Laura Messerly
	Grade Level/Subject/Topic Area: Second Grade English Class	**School:** Strong Tower Christian School

Unit Goals:

- The students will be able to identify a variety of forest animals and describe their physical characteristics.
- The students will be able to describe the characteristics of a forest habitat.
- The students will be able to describe relationships between characters.
- The students will be able to identify the five senses and describe unknown items based on their physical properties using their senses.
- The students will be able to describe the main characters and scenes in the story.
- The students will be able to order and sequence the story.
- The students will be able to demonstrate understanding of the story of Little Red Riding Hood by retelling the story using actions, pictures and props and presenting it to a new audience.

Unit Rational: The unit is based around a fairy-tale, "Little Red Riding Hood". Throughout the unit students will learn various vocabulary words connected to the tale, such as the forest habitat, forest animals and their characteristics, body parts, family, the five senses, personal descriptions and characteristics, etc. Framing these words with the fairy tale allows students to learn in context. At the same time they will be learning across content areas such as science, math, health and art.

2	**ACTFL Standard Connections:** **Communication**: the students will communicate interpretively through the stories and pictures, interpersonally by partaking in small group speaking activities and role-plays, and communicate in the presentational mode by retelling the Red Riding Hood story in groups. **Culture**: the students will learn a fairy tale that is well-known in the target culture. **Connections**: the students will connect to other disciplines such as geography, biology, and art through instruction and activities. **Comparisons**: the students will compare their own environment and experiences with the forest environment and LRRH's experiences. Students will also compare and contrast the main characters in the story. **Community**: the students will participate in the school community by taking their stories and reading them to students in the kindergarten classes.
	Summative Assessment: The students will work in groups to perform a play of Little Red Riding Hood.
3	**Materials Needed:** Lesson Plans, Appendices A & B
4	**Instructional Sequence/Overview of Lessons:** *Lesson 1 – Forest Environment* The students will compare and contrast their own environment and the forest environment. *Assessment: Venn diagram comparing the two environments*

Lesson 2 – Forest Animals
Students will investigate forest animals and their characteristics
Assessment: Choose an animal and create a fact book about it

Lesson 3 – The Big, Bad Wolf
Students will be introduced to the Big, Bad Wolf.
Assessment: Body part worksheet, Big, Bad Wolf Character File

Lesson 4 – LRRH's Family
Students will be introduced to LRRH and her family and learn about family relationships
Assessment: Create a family tree

Lesson 5 – LRRH's Basket
Students will learn about food and senses and how to describe food by senses
Assessment: Sense Station in which students rotate and describe food by using their senses

Lesson 6 – Please Don't!
Students will hear the first part of the story and talk about the rules LRRH's mother had for her.
Assessment: Create classroom rules and vote on them

Lesson 7 – Where are you going?
Students will learn about LRRH's encounter with the wolf and consider stranger danger. Students will also interact with questions words and practice them in role-plays
Assessment: Role plays concerning the story and real-world places

Lesson 8 – Character Description
Students will consider main characters and how to describe them
Assessment: Create Character Profiles for LRRH, Mother and Grandma

Lesson 9 – Grandma's House
Students will predict what happens at Grandma's House and find out what happens. Further vocabulary work.
Assessment: Role-play the two scenes at Grandma's house

Lesson 10 –Help!
Students will finish the story by predicting and discussing how LRRH is feeling and connect it to their own experiences.
Assessment: Role-play the last scene, create character profile for the Woodcutter

Lesson 11 – Putting the Story Together
Students will retell the story, work with story sequence and order, and create a new story with the same form.
Assessment: Present favorite character and perform favorite scene from LRRH

Unit: Little Red Riding Hood
Lesson 1: Forest Environment

Overview
Students will be presented with the characteristics of a forest environment. They will then compare and contrast the forest environment with their own ecological environment. The students will create a Venn diagram contrasting the two and will draw the two environments, labeling certain characteristics.

Student Objectives
- Students will demonstrate the characteristics of a forest environment by drawing and labeling a forest environment.
- Students will compare and contrast their own environment with the forest environment by creating a Venn diagram.

Vocabulary List
Trees, leaves, flowers, cool, hot, dark, bright, wet, dry, Woodcutter, axe, wood

Materials Needed
Flashcards: Woodcutter (A77), Wood (A85), Diagrams (B3, B4)

The Lesson

Anticipatory Set
Ask students if they've ever gotten lost. Was it easy to find their way? Would it be harder if there were trees all around you?

Procedures *A step by step listing of what happens in the task*
1. Explain vocabulary by drawing on the board, showing flashcards, and miming.
2. Have students use the new vocabulary to describe their own environment. Group words together on the board.
3. Model a Venn diagram on the board and then have students create their own by both labeling and drawing or pasting.

Assessment
The students will draw the two environments side by side and label their drawings.

Unit: Little Red Riding Hood
Lesson 2: Forest Animals

Overview
Students will be presented with a group of animals that are usually found in a forest. The students will learn about each animal and categorize them according to their characteristics. The students will pick a specific animal and create a fact book for the animal that highlights their specific characteristics such as color, size, speed, diet and any unique features. The students will then present their fact books to the class and post them in the classroom.

Student Objectives
- Students will identify forest animals by drawing or cutting and pasting a forest scene with animals and labeling the animals.
- Students will categorize forest animals by their characteristics.
- Students will demonstrate their knowledge of a particular animal by creating a fact book about the animal and presenting it to the class.

Vocabulary List
Rabbit, squirrel, owl, butterfly, raccoon, skunk, deer, bear, wolf, big, little, slow, fast, eat, plants, animals, colors, rings, antlers, tail, mask, stripes, teeth

Materials Needed
Flashcards: Wolf (A78), Plants and Animals (A85-86), What can you see (A47), Fact Book Template (B5), Graphic Organizers (B8), Category sheet (B9)

The Lesson

Anticipatory Set
Ask students about what animals live in their own environment. Review with students the environment of the forest. Ask the students what kind of animals would live in a forest?

Procedures *A step by step listing of what happens in the task*

1. Explain vocabulary by drawing on the board, showing flashcards, word pictures and miming.
2. Draw a forest scene on the board and have students do the same (or use the forest scene template). One by one, draw animals in on the board and have students name the animal and draw it (or paste the flashcards) on their own forest scene. Label the animals and have students come to the board and point/call out a response to each animal. Point out characteristics of animals and their special features.
3. Draw a large chart on the board and give charts and graphic organizers to the students. Explain the categories and categorize each animal. Students can draw/paste in the animals into the graphic organizers and write the words into the chart

4. Model a fact file by creating one for the Wolf. Allow students to choose an animal to create a fact book for, using the fact book template and the category sheet.

Assessment

The students will "read" their finished fact book to the class. If more than one student chose the same animal, they will present the animal's information in groups.

Fact Book Presentation Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Fact Book	Fact book is exceptionally neatly illustrated and labeled. Student uses correct spelling and additional words to describe characteristics. Pages contain multiple complete sentences. Facts are accurate.	Fact book is neatly illustrated and labeled. Student uses correct spelling and appropriate words. Each page contains at least one complete sentence. Facts are accurate.	Fact book is not neatly illustrated nor labeled. Student uses incorrect spelling or inappropriate words. The student does not use any complete sentences. Not all facts are accurate.
Presentation	Student uses presentational voice and makes good eye contact. Student pronounces words with a good degree of accuracy. Student can read the sentences and tell about the animal.	Student uses presentational voice. Student pronounces words with a fair degree of accuracy. Student is at least able to tell about the animal if s/he cannot read the sentences.	Student uses conversational or whisper voice. Student pronounces words with a low degree of accuracy. Student is not familiar with facts about the animal and is unable to read the sentences or tell about the animal.
Score	/ 10		

Unit: Little Red Riding Hood
Lesson 3: The Big Bad Wolf

Overview
Students will be introduced to the Big Bad Wolf. They will practice the body parts by learning a chant and labeling a picture of the Big Bad Wolf. They will also consider the personal characteristics of the wolf, and will begin filling out the wolf's character profile.

Student Objectives
- Students will identify parts of the body by singing a chant and pointing to their body parts as they sing it.
- Students will label parts of the body by using a picture of the wolf and by coming to the front of the room and matching the word with the body part.
- Students will identify the wolf's personal characteristics and begin a character profile that includes physical and personal characteristics.

Vocabulary List
Body parts: eye, ear, nose, teeth, head, arm, tummy, leg, tail, Size: big, little, long, short
Personal characteristics: bad, mean, unkind

Materials Needed
Wolf Flashcard (A78 – to be used as flashcard and also to be laminated for body part identification on the board), Tummy Teeth and Tail Chant (A61), Cue Words: big, medium-sized, little, bad, good (A87-89), Words to be cut out and placed on laminated wolf on the board (B10), Wolf Character Profile (B11)

The Lesson

Anticipatory Set
Ask students to recall what the characteristics of a wolf are. Is a wolf big? Is a wolf scary? Show the flashcard of the Big Bad Wolf. Ask the students what they think the Big Bad Wolf would be like.

Procedures *A step by step listing of what happens in the task*
1. Introduce Chant, following notes from BBC Chant.
2. Chant extension activities
   a. Play Simon says (substituting Wolf for Simon)
   b. Flashcards
      i. Have students hold up words/pictures as you say/point to body parts.
   c. Pin the word on the wolf
      i. Have students come up to a laminated picture of the wolf and have students tape the words to the correct body part (they are not blindfolded for this activity).
3. On their own, the students will complete the wolf body part worksheet.

4. Use the word pictures to demonstrate the personal characteristics and have the students identify which characteristics the wolf would exhibit based on the picture.
5. Have students draw or paste the vocabulary words on the wolf's character profile page.

Assessment

The students will sing the chant in unison, complete the body part worksheet, and complete the first part of the wolf character profile.

Unit: Little Red Riding Hood
Lesson 4: Little Red Riding Hood's Family

Overview
Students will be introduced to Little Red Riding Hood and her family. The students will learn basic family vocabulary. They will construct a family tree for Red's family and then construct one for their own family.

Student Objectives
- Students will identify Red, her mother and her grandmother and certain items that they have (i.e. cloak, apron, cane, etc.).
- Students will identify the family relations in Red's family by constructing her family tree and labeling the family ties.
- Students will compare Red's family with their own when they construct their own family trees, using appropriate vocabulary to label the pictures.

Vocabulary List
Little Red Riding Hood, girl, hood, cloak, Mother, apron, cook, Grandmother, cane, old, gray hair, Father, brother, sister, Grandfather

Materials Needed
Character Flashcards for Red, Mother and Grandmother (A74-76), Article flashcards (B12, Character-Article matching worksheet (B13), Red's family relationship worksheet (B14), Red's Family Tree worksheet (B15), Family Tree Template (B16)

The Lesson

Anticipatory Set
Remind students what they've learned about forests and forest animals. Ask them if they would like to live in a forest. Ask them if they would like to walk in a forest. Tell them there was once upon a time a little girl who lived in the woods. They called her Little Red Riding Hood....

Procedures *A step by step listing of what happens in the task*
1. Introduce Red and her family by using the character flashcards. Be sure to point out what the characters are wearing and their physical characteristics (i.e. age).
2. Have students complete the worksheet labeling Red's family and the articles associated with them.
3. Draw a family tree on the board showing the relationships between Red and her mother and grandmother.
4. Pretend Red has other family; draw a father, a grandfather, a brother and a sister. Let students follow along and write in labels in Red's family tree.
5. Give students a template and let them use the template or create a similar one that fits their family. Have students put in the name of their family member as well as the title.

Assessment

The students will create their own family tree and then briefly present it to the class.

Family Tree Presentation Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Family Tree	Family Tree is exceptionally illustrated and labeled. Student uses correct spelling and additional words to describe characteristics.	Family Tree is neatly illustrated and labeled. Student uses correct spelling.	Family Tree is not neatly illustrated nor labeled. Student uses incorrect spelling.
Presentation	Student uses presentational voice and makes good eye contact. Student uses correct words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student uses correct words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary.
Score	_____ / 10		

Unit: Little Red Riding Hood
Lesson 5: Little Red Riding Hood's Basket – To Grandma's House

Overview
Students will begin the story with learning a chant about going to Grandma's house. They will consider what things Red put in the basket to take to Grandma's house and appropriate it to what they would like to put in the basket. The students will learn about foods in this lesson as well as senses. They will learn about certain characteristics of food based on their senses. The lesson will cumulate with a station activity in which students get to guess what type of food is hidden in the baskets by using their senses.

Student Objectives
- Students will identify certain foods by using pictures, realia and actual food.
- Students will categorize certain foods according to their characteristics (i.e. round, flat, soft, hard, sweet, sour).
- Students will review body parts and learn sense vocabulary to use their senses to identify and categorize foods.

Vocabulary List
Basket, food, cake, bread, cheese, pie, fruit (whatever fruits that are available), senses, feel/touch, hands, taste, tongue, round, flat, soft, hard, sweet, sour

Materials Needed
"Let's Go to Grandma's Chant" (A54) and "What's have I got in my basket" (A49), Character Flashcards: Red, Mother and Grandmother (A74-76), Story Flashcard #1 (A104), How does it taste Graphic Organizer (B17), Food, Food, Food Category Sheet (B18), Evaluation Cards for Sense Stations (B19), Basket, plastic fruit, real food

The Lesson

Anticipatory Set
Begin the story of LRRH with Red needing to bring her grandmother something because she is sick. Ask the students if they've ever brought food to someone. Ask the students what foods the students like. Brainstorm foods on the board.

Procedures *A step by step listing of what happens in the task*
1. Introduce the beginning of the story with BBC's "Let's Go to Grandma's Chant".
2. Chant activities:
   a. Fill in the blank
   b. Fill in the basket
3. From the brainstormed list on the board, review the fruits already known by the students and introduce others (including the baked foods) using pictures and realia.
4. Use BBC's "What's in the Basket" activity and worksheet

5. Put plastic food in a bag and have students feel the shape of the food to determine what it is. Have students come up and describe what foods they think they're feeling to the other students.
6. Blindfold students and give them real food samples. Have them taste and touch in order to guess what it is.
7. Repeat these activities in varied fashion: for example, put students in groups and have one student blindfolded, one student feeling the food.
8. After doing these experiments, have students categorize the food according to taste and feel (two graphic organizers). Model for the students.

Assessment

The students will rotate through sense stations in which they have to identify a food by taste and touch. They will catalog their responses on a card and describe the characteristics of each food.

Unit: Little Red Riding Hood
Lesson 6: Little Red Riding Hood's Journey – Please Don't!

Overview
Students will be introduced to the beginning part of the story when Red receives directions from her mother. The students will learn about rules and obeying the rules by practicing a chant that talks about the rules Red's mom gave her. The students will engage in a discussion about what rules are in the classroom. They will brainstorm together and create individual signs about rules (what they should and shouldn't do in the classroom). The students will present their signs, vote on the top four or five, and will create large signs in groups.

Student Objectives
- Students will identify the characteristics of a rule and where rules are important.
- Students will utilize the phrase "don't ____" in creating rules to post in the classroom.
- The students will practice commands orally by presenting their rules to the rest of the class.

Vocabulary List
Red's Rules: Play, stranger, pick, flowers, don't,

Classroom rules: don't, talk, run, yell, hit, touch, get up, do, raise hand, ask nicely, please, thank you

Materials Needed
"Please Don't Play in the Wood" Chant (A57, Character Flashcards: Red, Mother and Grandmother (A74-76), Story Flashcard #1-2 (A104), Model Sign (B20), paper for each student, four or five posters.

The Lesson

Anticipatory Set
Play a quick game of Simon Says (with the wolf mask). Add please to the commands. Say commands with "don't" Ask the students if it is easier to obey "do's" or "don'ts"

Procedures *A step by step listing of what happens in the task*
1. Retell the story (orientating students with the characters and environment) and continue with what Red was supposed to and not supposed to do on the trip to Grandma's house. Use flashcards of Red and her mother, grandma's house, and the forest between the two.
2. Introduce the beginning of the Red's Journey with BBC's "Please Don't Play in the Wood".
3. Finish telling the story through Flashcard 2. Did Red obey her mother?
4. Talk about rules in the classroom.
   a. Demonstrate by asking children to do something and then asking them to do something.
5. Ask children what rules should be in the classroom.
   a. Model the rules

           b. Brainstorm with the children
6. Have students create signs of classroom rules on sheets of paper.
7. Students will present their signs to the class.
8. Students will vote on the signs and create large signs in groups.

Assessment

The students will perform the "Please Don't Play in the Wood" chant. Students will each create a sign with a classroom rule and present it to the class. Students will then create large signs of the classroom rules that the class voted on.

Classroom Rule Sign Presentation Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Sign	Sign is exceptionally illustrated and labeled. Student uses correct spelling and complete sentences as well as politeness words.	Sign is neatly illustrated and labeled. Student uses correct spelling and a complete sentence.	Sign is not neatly illustrated nor labeled. Student uses incorrect spelling and fragmented sentences.
Presentation	Student uses presentational voice and makes good eye contact. Student uses correct words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student uses correct words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary.
Score	_____ / 10		

Unit: Little Red Riding Hood
Lesson 7: Little Red Riding Hood's Journey – Where are you going?

Overview
Students will learn the next stage of the story when Red talks to the wolf. The students will predict the danger that Red puts herself in by speaking with a stranger. The students will learn about greetings and the" W" interrogatory words by role-playing the scene between Red and the Wolf.

Student Objectives
- Students will predict what will happen to Red based on her actions.
- Students will practice greetings orally through role-play.
- Students will learn about the "W" question words and practice them through role-play.

Vocabulary List
Red's Rules: play, stranger, pick, flowers, don't, Classroom rules: don't, talk, run, yell, hit, touch, get up, do, raise hand, ask nicely, please, thank you, Places: park, restaurant, beach, store, doctor, market, "W"'s: What is your name, Where are you going, What's in your basket

Materials Needed
Character Flashcards: Red, Mother and Grandmother (A74-76), Story Flashcard #1-2 (A104), Stranger Danger Board Game (B25), Dice, Predict What Will Happen to Red Worksheet (B24), Play Script Scene 2 (A90), Pictures to place on the wall (B21)

The Lesson
Anticipatory Set
Ask the students to think of all the ways they can greet someone.
Procedures *A step by step listing of what happens in the task*
1. Review the story so far, using pictures, flashcards and miming. Have the students interact as much as possible in the retelling of the story.
2. Have students predict what will happen to Red because she talked to the wolf by having students draw a picture and write a sentence (model and assist students with key words).
3. Tape the Stranger Danger board game to the whiteboard and play the game as a whole class split into two or more teams.
4. Greetings: Model greetings for the class and have them practice with a partner, with one pretending to be the wolf and the other pretending to be Red (see play script).
5. "W" Questions: post pictures around the room of various places in the community (park, store, restaurant, doctor, market, etc. and grandma's house) Use the pictures provided or take pictures of actual places in the community.
6. Model for the students a dialogue:
   a. What's your name?
      i. My name is _____.
   b. What's in your basket?
      i. A _____.

     c. Where are you going?
     d. I'm going to _____!
     e. Students will perform this in pairs with one student carrying something (plastic food) in the basket. After the dialogue student runs to the picture that s/he says.

7. Practice the "W" words by having the students continue with the role play (see play script), this time having one person be Red and the other be the Big Bad Wolf.

Assessment

The students will perform various role plays regarding greetings and "W" question words per the play script. They will also practice dialogues using real-world places.

Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	/ 5		

Unit: Little Red Riding Hood
Lesson 8: Character Description

Overview
Students will continue learning about the characters in the play and how to describe them. They will learn BBC's "What a Girl" chant and practice with describing body parts, clothing and personality through several activities. They will create character profiles for the rest of the characters in the story.

Student Objectives
- Students will identify body parts and use them in complete sentences.
- Students will identify clothing and use them in complete sentences.
- Students will describe the main characters and match them to their descriptions and greetings.
- Students will compile information about main characters in character profiles.

Vocabulary List
Body parts/Clothing: eyes, teeth, nose, hand, face, hair, cloak, shoes, hood, Colors: orange, yellow, red, green, brown, white, pink, blue, Greetings: Hello, What's your name, Good morning, etc. Size: big, little, medium-sized play, stranger, pick, flowers, don't

Materials Needed
"What A Good Little Girl!" Chant (A64), "Guess Who?!" Worksheet (A 32-33), "Color Little Red Riding Hood" Worksheet (A29), "Label Little Red Riding Hood" Worksheet (A30), Cue Words: big, medium-sized, little, bad, good (A87-89), Character profiles for Red, Grandma and mother (B26-28)

The Lesson
Anticipatory Set
Ask the students which character they like best and why.
Procedures *A step by step listing of what happens in the task*
1. Review all the characters in the story.
   a. Red, Mother, Grandmother, Wolf, Woodcutter
2. What a Girl Chant (BBC).
   a. Describing Red and the Wolf
3. Review greetings: Guess Who Worksheet.
   a. Match the character with their greeting
4. Body Parts: Color LRRH Worksheet, Label LRRH Worksheet.
   a. Practice colors and body parts
5. Use Wolf Character Profile that the students already made as a model for creating the rest of the descriptions.
Assessment
The students will complete various worksheets about the characters to describe them, focusing on body parts, clothing and personality. The students will complete the rest of the character profiles like they already did with the Wolf.

Unit: Little Red Riding Hood
Lesson 9: Grandma's House

Overview
Students will review Grandma's profile and acquaint themselves with their house, during which they will learn house vocabulary and learn about categorizing words. They will also continue practicing with vocabulary which they have come in contact with throughout the unit. They will learn the "Wowee" chant which deals with Red and the Wolf's confrontation. They will role-play the encounters that the Wolf has with Grandma and Red in preparation for their cumulative assessment which includes performing the story as a play.

Student Objectives
- Students will connect body parts and senses through pairing the two in the "Wowee" chant.
- Students will familiarize themselves with pairing adjectives and body parts by creating a face in the "Wowee" Chant Extension Activities.
- Students will be able to speak and use actions to demonstrate understanding by doing a role-play of two scenes from Grandma's house.

Vocabulary List
House: bed, wardrobe, cottage, Body Parts: eyes, ears, nose, teeth, Clothing: cloak, nightgown, nightcap, shoes, Miscellaneous: basket, cake, wood

Materials Needed
Story Flashcards (A104), "Categorize the Words" worksheet (A22), "Vocabulary Practice" Worksheet (A46), "Wowee" Chant (A66), Play Script – Scenes 3 and 4 (A90).

The Lesson
Anticipatory Set
Ask the students again what they think will happen to Red when she gets to Grandma's House.

Procedures *A step by step listing of what happens in the task*
1. Review story up to this point using flashcards.
2. Have students take out Grandma's character profile.
   a. Talk about Grandma's clothes.
   b. Talk about things in Grandma's house.
3. Categorize the Words worksheet.
   a. Practices vocabulary used so far and categorizes it into house, body parts and clothes.
4. Vocabulary Checklist
   a. Provides extra practice with writing the words. Can be used as a whole class or individual activity.
5. "Wowee" Chant (BBC)
   a. Describing the Wolf and Red's encounter
   b. Extension activities
6. Model and Role-play the rest of the story.

      a. Have students role-play at the front to let the other students observe, then switch out students.

      b. Move to pair role-play using the script if possible

Assessment

The students will complete various vocabulary worksheets about the grandma's house and various items throughout the unit. The students will perform the "Wowee" Chant and will role-play the end of the story per the play script.

Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	_____ / 5		

Unit: Little Red Riding Hood
Lesson 10: Help!

Overview
Students will review the story up to the point where Red finds the Wolf in her grandma's bed. Students will predict what happens to Red and talk about what they would feel like if they were in her situation. The students will role-play the last scene and then practice vocabulary words by playing BINGO in which they recognize the word by its picture and by its written form.

Student Objectives
- Students will predict what will happen to Red when she finds out that the wolf is in her grandma's bed.
- Students will recognize different emotions and how Red is feeling and consider how they would feel in a similar situation.
- Students will recognize time as "o'clock" by playing a game of running away from a hungry wolf.
- Students will be able to speak and use actions to demonstrate understanding by doing a role-play of the last scene.
- Students will recognize words by picture and by written words by playing BINGO.

Vocabulary List
Last Scene: Help! Thank you, safe, yummy, What's the Time, Mr. Wolf: It's 1/2/3/4/5/6/7/8/9/10/11/12 o'clock, It's dinner time, BINGO Review: Mother, LRRH, Grandma, wolf, woodcutter, basket, cake, wood, flower, cottage, bed, teeth, ears, eyes

Materials Needed-
Story Flashcards (A104), "What's the Time, Mr. Wolf" (A53), Play Script –Scene 5 (A90), BINGO cards and instructions (A11), "What Happens Next" worksheet (B29) The Woodcutter Character Profile (B30)

The Lesson
Anticipatory Set
Ask the students how they would feel if they were Little Red Riding Hood and you found out the person in your grandma's bed is actually the Big Bad Wolf?

Procedures *A step by step listing of what happens in the task*
1. Review story up to this point using flashcards.
2. "What Happens Next" worksheet
   a. Have a short discussion on how Red feels. *How would you feel? Have you ever felt scared of something?*
3. Play "What's the Time, Mr. Wolf" per the activity notes.
4. Tell the rest of the story with the flashcards.
5. Create a character profile for the Woodcutter.
6. Have students role-play the last scene.
   a. Have students role-play at the front to let the other students observe, then switch out students.
   b. Move to pair role-play using the script if possible.

Assessment

The students will complete the prediction worksheet and role-play the last scene.

Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	_____ / 5		

Unit: Little Red Riding Hood
Lesson 11: Putting the Story Together

Overview
Students will tell the entire story with the teacher. They will practice with the different parts of the story by working with the storyboard order, filmstrips, etc. They will also review the story and write about their favorite characters and favorite scenes in the story. They will play charades given written lines or pictures and must act out those scenes. They will retell the story using a random dice method that allows them to use different vocabulary to tell the same story.

Student Objectives
- Students will be able to tell the story with the teacher from beginning to end.
- Students will be able to order the story chronologically through filmstrips and storyboard activities.
- Students will be able to write about their favorite characters and scenes from the story.
- Students will be able to act out and guess the charade from the story using sentence strips and pictures.
- Students will be able to use the frame of the story to write a story in the same form using different vocabulary.

Vocabulary List
Dice Story: Grandma, wolf, woodcutter, dentist, doctor, vet; flower, pizza, banana, butter, chocolate, bread; schoolgirl, vampire, monster, alien, dinosaur, teacher; nose, eye, ear, pen, pencil, eraser, lion, dragon, teddy bear, superhero, schoolboy, eagle

Materials Needed
Story Flashcards (A104), "Storytelling" (A100-103), "Filmstrip" (A108), "Storyboard" (A109), "Story Review" (A43), "Charades" (A4), "My Little Red Riding Hood Story" (also called "Dice Story") (A34)

The Lesson
Anticipatory Set
Ask the students how they would feel if they were Little Red Riding Hood and you found out the person in your grandma's bed is actually the Big Bad Wolf?

Procedures *A step by step listing of what happens in the task*
1. Tell the story from beginning to end with help of the students and flashcards.
   a. Choose strategies and activities from "Storytelling Notes."
2. " Filmstrips" (see Filmstrip Notes)
   a. Students order the story with pictures.
3. "Storyboard" (see Storyboard Notes)
   a. Students order the story with pictures and sentences. Adjust accordingly to students.
4. "Story Review" (See Story Review Notes)
   a. Students rate the story and tell about their favorite character and scene from the story.

5. "Action Charades" (See Action Charades Notes)
   a. Students act out the story per sentence strips (also could use story scenes).
6. "Dice Story" (See "My Little Red Riding Hood Story Notes")
   a. Students use the form of the story to write their own story with new vocabulary by rolling dice and matching with vocabulary.

Assessment

The students will share their favorite character to the class and perform their favorite scene in small groups to the class.

Favorite Character and Scene Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Worksheet	Worksheet is very well illustrated. Handwriting is very neat and words are spelled with a high degree of accuracy. Student finishes the sentence and elaborates on why he/she likes the character.	Worksheet is neatly illustrated. Handwriting is neat and words are spelled accurately. Student properly finishes the sentence describing why he/she likes the character.	Worksheet is not neatly illustrated. Handwriting is messy and words are not spelled accurately. Student does not complete the sentence describing why he/she likes the character.
Presentation	Student uses presentational voice and makes good eye contact. Student accurately portrays the scene and elaborates where possible. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student accurately portrays the scene but does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not accurately portray the scene. Student does not use appropriate words and pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary.
Score	/ 10		

Unit: Little Red Riding Hood
Assessment: The Play

Overview
Students will use create masks of the characters and perform a play of the story of Little Red Riding Hood. The students have already learned parts of the play from previous activities and role-plays. Students will perform in small group of four or five (the mother and woodcutter can be played by the same person if needed). The students will perform these plays for the other classes in the school.

Materials Needed
Mask directions and templates, Play Script, props.

Rubric

Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	/ 5		

Unit: Little Red Riding Hood
Reflection

The first unit that I created for this series, Little Red Riding Hood, proved to be a challenge. I used a variety of techniques for brainstorming, including writing an outline and creating mind maps. The greatest asset that I found was BBC's Little Red Riding Hood Kit online. The greatest challenge for me was lesson sequencing. Finally, I believe that my choices for the unit accurately reflect my goals and methods for teaching young learners.

While I was scouring the internet for resources that I could use in my unit, I came upon the British Council's Teaching English website (www.teachingenglish.org.uk). I quickly marked it as a favorite because, just from glancing at the site, I could see it contained myriads of great English teaching resources; best of all, they were free to use! The kit on Little Red Riding Hood (LRRH) contained free activities, chants, flashcards, a play and various activities for working with the stories. These activities came with directions as well, which made them exceptionally useful. Unlike so many free materials on the internet, these activities seemed authentic and engaging; they are extremely worthwhile!

Having all of these resources at my fingertips, the greatest challenge for me would prove to be lesson sequencing. I created a mind map (see Figure 1) to help me organize my thoughts and group together activities. In addition to the LRRH kit, I created additional activities to make well-rounded lesson plans.

Lesson 1: Forest Environment. In the first lesson I introduced the students to the environment of a forest, because that is the setting of Little Red Riding Hood. For the students living in Peru, the forest environment is very different from their own. In the lesson we talk about what the forest is like and how it is different from the students' environment. Through this lesson we are focusing on content as well as language, integrating science and art.

Lesson 2: Forest Animals. In the forest of LRRH lives a Big, Bad Wolf. Since forests are foreign environments to my students, forest animals are foreign as well. Therefore I wanted to introduce the kinds of animals that live in the forest to the students. Giving the students their choice of an animal to learn more about and create a fact book about lets the students take more autonomy in their learning. Like the forest environment lesson, this lesson is teaching content, specifically science and art. I gave the option for students to paste the picture of their animal in instead of drawing it, which would simply have the lesson move along faster. This could also be given as homework and not take up valuable class time.

Lesson 3: The Big, Bad Wolf. Because we just discussed forest animals, I thought it was the right time to introduce the Big, Bad Wolf. This lesson focuses specifically on body parts vocabulary, as well as descriptive words. In this lesson we learn our first chant, "Tummy Teeth and Tail" which focuses on body parts not usually addressed in the traditional "Head, Shoulders, Knees and Toes" song.

Lesson 4: LRRH's Family. Continuing with the discussion of the characters, the next characters can be introduced as a family. In this lesson students learn about LRRH and her connections with her mother and grandmother. Students create family trees for LRRH and for themselves. This lesson gives them practice with familial relationships and vocabulary. The family tree project can be tricky if students come from nontraditional families, so I know that it will help me to know students' family situations before giving them the project so that I can adapt if need be.

Lesson 5: LRRH's Basket. LRRH is always seen with her basket; therefore it would be logical to explain what is in the basket. The students will be learning various food vocabulary,

some of which will be familiar (fruits, etc.) and some of which will be completely new. The students will also learn about the senses and how to describe food by using senses. This will also give students the opportunity to voice their opinions, likes and dislikes about foods.

Lesson 6: Please Don't! LRRH's journey to Grandma's house begins with instructions from her mother. The students will practice with commands and how they translate to rules. Students will not only work with Mother's rules for LRRH, but also work together to form classroom rules. This cooperative activity will give the students autonomy over what happens in class and also gives them responsibility and accountability to make sure the rules are kept.

Lesson 7: Where are you going? The next event on LRRH's journey is her encounter with the wolf. Students will learn about strangers and how disobeying Mother's rules put LRRH in danger. The students will also learn about question words and practice them in LRRH and in a real-world setting. They will participate in role-plays about going to places in their community. This authentic activity would be best done by placing pictures of the students' specific communities on the walls.

Lesson 8: Character Description. In this lesson the students will step back a bit from the story and concentrate on the main characters in the story. This lesson incorporates more practice with body parts, colors, clothing and personal items. By creating character profiles the students can keep track of who is who in the story and can have something to refer to for future questions.

Lesson 9: Grandma's House. Continuing with the story, students will find out what happens at Grandma's house. They will first predict what will happen, which is an important part of reading and stories. This lesson will also continue vocabulary practice, especially in that it allows students to categorize the words they are learning, thus setting the words in their specific context.
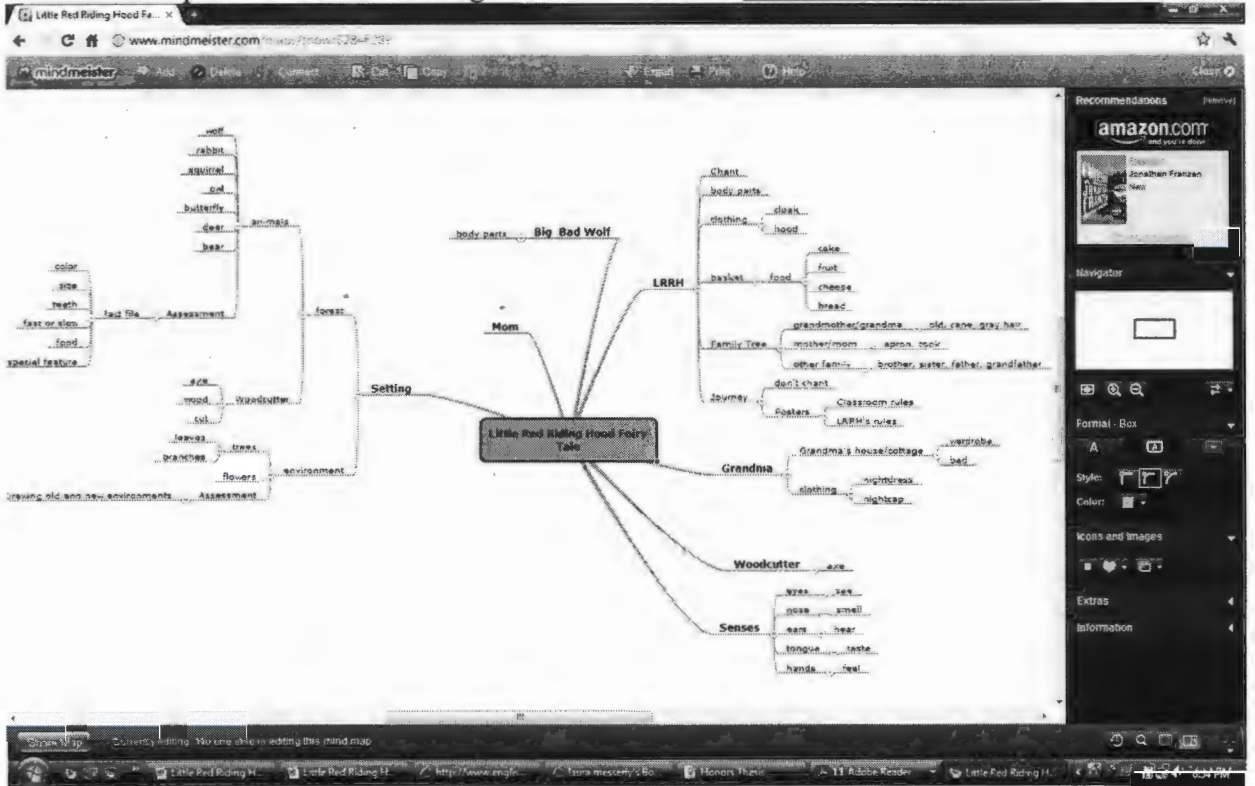
Lesson 10: Help! This lesson finishes up the story with the rescue of LRRH and her grandma. In this lesson the students will put themselves in LRRH's place and engage in a discussion about how they would feel in their place and connect it with other times they've been scared of something. The lesson will also continue with vocabulary practice and role-playing.

Lesson 11: Putting the Story Together. In this lesson the students practice putting together the whole story. They will retell the story with the teacher and practice with story order. In doing this they will use both pictures and key words/sentences. The students will also create a new story in the same form with new vocabulary words. Because it might take extra time to teach the new vocabulary, the teacher can adapt the exercise to further practice words already learned in the unit.

Cumulative Assessment: For the final project of the unit, the students will create masks of the characters and perform the entire play in small groups. They will perform for students in first grade and kindergarten, so that they are performing for a fresh audience.

In conclusion, this unit was a good choice to use for my students. It focuses on pictures and role-playing, which encourages visual learning and TPR. I have included lots of role-playing in the unit because students can learn through acting and moving, but also because it allows students to engage in speaking. These role-plays and other activities are meant to foster cooperative learning, in which students interact together. Although my particular students are still learning to write, I think this unit has a good balance of writing and speaking and can be easily adapted to incorporate more or less writing.

Figure 1: Mind Map used to brainstorming the unit. Created at www.mindmeister.com

Jack and the Beanstalk

Jack and the Beanstalk

1	**Unit Title:** Jack and the Beanstalk	**Unit Designer:** Laura Messerly
	Grade Level/Subject/Topic Area: Second Grade English Class	**School:** Strong Tower Christian School

Unit Goals:

- The students will be able to identify farm animals and the food products that come from them.
- The students will be able to perform simple addition, subtraction, and word problems using vocabulary.
- The students will be able to identify and solve problems with U.S. American currency.
- The students will be able to use language in order to buy and sell in a role-play of shopping at a market.
- The students will be able to form questions concerning physical description.
- The students will be able to demonstrate understanding of characters and plot in Jack and the Beanstalk by interacting with various activities and chants.
- The students will be able to order and sequence the story.
- The students will be able to create a book of Jack and the Beanstalk and post it on the class blog.
- The students will be able to demonstrate understanding of the story of Jack and the Beanstalk by retelling the story using actions, pictures and props and presenting it to a new audience both through live performances and recordings.
- The students will interact with students in the target culture and share their performances of Jack and the Beanstalk through Skype conferences.

Unit Rational: The unit is based around a fairy-tale, "Jack and the Beanstalk". Throughout the unit students will learn various vocabulary words connected to the tale, such as farm animals, animal products, vegetables, U.S. American currency, physical description, question words, musical instruments, etc. Framing these words with the fairy tale allows students to learn in context. Throughout the unit, the students will use technology to enhance their interaction with the text and role-plays. At the same time they will be learning across content areas such as science, math, and art.

2	**ACTFL Standard Connections:**

Communication: the students will communicate interpretively through the stories and pictures, interpersonally by partaking in small group speaking activities and role-plays, and communicate in the presentational mode by retelling the Jack and the Beanstalk story in groups.

Culture: the students will learn a fairy tale that is well-known in the target culture. The students will interact with the target culture via Skype conferences with a class of English-speakers learning Spanish. They will practice forming questions and also telling their stories of Jack and the Beanstalk with the other class.

	Connections: the students will connect to other disciplines such as mathematics, biology, and art through instruction and activities. **Comparisons**: the students will compare their own shopping experience with that of the target culture. The students will compare and contrast the main characters in the story. The students will interact with students in the target culture and share their depictions of Jack and the Beanstalk. **Community**: the students will participate in the school community by taking their stories and reading them to students in the kindergarten classes. The students will also participate in a global community through communication with an English-speaking classroom via Skype and through posts on a class blog.
	Summative Assessment: The students will work in groups to perform and record a play of Jack and the Beanstalk.
3	**Materials Needed:** Lesson Plans, Appendices B and D.
4	**Instructional Sequence/Overview of Lessons:** ***Lesson 1 – Introducing Jack and the Beanstalk*** Students will be introduced to the characters of Jack and the Beanstalk. They will describe their physical characteristics and predict what their personalities will be and what they will do in the story. The students will focus especially on facial characteristics and forming questions by playing the game "Guess Who." *Assessment: Guess Who Game and worksheet* ***Lesson 2 – Working with the Story*** After having been introduced to the characters and having made their predictions in Lesson 1, students will begin to work with the story by learning and practicing with key vocabulary. They will work on dialogue and role-play as well, with an emphasis on reviewing greetings and question formation. They will use Voice Threads to practice dialogues and eventually they will use Voice Threads with upcoming scenes from the story. *Assessment: Record dialogues using Voice Threads and post on class blog* ***Lesson 3 – Farm Animals*** The students will be told the beginning of the story, concerning the cow that Jack has to sell. They will then discover more about farm animals and why they are useful to humans. The students will review farm animal vocabulary and learn animal product vocabulary. They will practice with the vocabulary and culminate with making a book about farm animals. These books will be recorded and uploaded to the class blog. Students will also have the opportunity to read their book to the kindergarten classes and during a video conference with their Skype partner class. *Assessment: "My Farm Animal Book" about farm animals and products* ***Lesson 4 – Magic Beans*** The students will be told the next part of the story, when Jack trades Daisy the Cow for the magic beans. This will begin a discussion about vegetables, their characteristics and what they have in common. The students will do various exercises comparing the vegetables. The students will also be growing their own beans and each day recording in their book what the

bean looks like.
Assessment: "Categorize the Vegetables" and "Compare Two Sets of Vegetables" worksheets

Lesson 5 – Math Beans

The students will be told the next part of the story, when Jack brings home the beans to his mother, she throws them out the window, and the next day it grows into a beanstalk reaching the clouds. The students will once again predict what the next part of the story will entail. This lesson will be focused on math; the students will learn about height and measurement and word problems involving addition and subtraction. The students will finish the lesson by writing their own word problem involving either farm animals or vegetables which will be posted on the class blog and sent to the Skype Partner Class.
Assessment: Students will write their own word problem using vegetable or farm vocabulary. Problems will be sent to the Skype Partner Class and posted on class blog.

Lesson 6 – Money Beans

The students will be told the next several chunks of the story, when Jack climbs the beanstalk, enters the castle, and steals the hen, money and harp. The students will focus on money for the rest of the lesson. The students will be introduced to U.S. American currency and discover the value of each of the coins and the dollar bill. They will contrast the U.S. American currency with the currency of their own country.
Assessment: Role-Play buying the harp, eggs and hen at the Giant's "store"

Lesson 7 – Buying and Selling

After having been introduced to both vegetables and money, the students will now put the two together and learn the vocabulary of commerce and simulate buying and selling produce at market. They will use measuring and math in figuring how much to buy/sell and how much to pay/give back as change. They will be using language from commercial contexts in their role-plays.
Assessment: Role-Play shopping in the class "market" with budgets and shopping lists.

Lesson 8 – Sequencing the Story

The students will be told the last part of the story. They will announce their predictions and then put themselves in Jack's shoes. Would they have gone to the castle? Would they have been afraid of the Giant? Would they have stolen the Giant's things? The students will then watch the story in its entirety on Brit Lit's website. They will participate in a number of activities that have to do with sequencing the story. Finally, they will be "quizzed" through a VoiceThreads activity where they are told and shown a scene from the story and they have to say whether it belongs in the beginning, middle or end of the story.
Assessment: Students will use VoiceThreads to listen to and watch scenes from the story and then put them in order.

Lesson 9 – Rewriting the story

The students will be encouraged to think about the story. Who is your favorite character? What's your favorite scene? They will present these "reviews" to the class. They will also

be encouraged to think about what moral the story entails. Was it right for Jack to steal the harp and hen? Are you glad the Giant fell when Jack's mother chopped down the beanstalk? How would you change the story if you could? The teacher will model various ways that the story could be changed. The students are to color the story and write (in simple sentences) what is happening in each scene. At the end the students are to add or change the ending. They may use more than one page to do so. The stories will then be told to the kindergarten class. They will also be recorded and uploaded to the class blog and shared with the Skype Partner class. Ideally, the Skype partner class would share their Spanish version of the story with our class.

Assessment: "Jack and the Beanstalk – A New Story"

Lesson 10 – Dear Friend...

The students will build a mini-portfolio to share with a pen-pal in the Skype Partner Class. This project will be used to foster individual connections between the classmates, which will continue to be built on in the units to follow. The students will include the information from the last lesson: their favorite character, scene, why they did or didn't like the story and a copy of their "new story." They will have an opportunity to revise these pieces. The students will also include personal information about themselves and write a short letter to their new pen-pal. The student will be recorded explaining their favorite character, scene and reaction to the story as well as their personal information. This recording will be paired with their new story (which has already been recorded) and sent to their pen-pal electronically.

Assessment: electronic mini-portfolio

Unit: Jack and the Beanstalk
Lesson 1: Introducing Jack and the Beanstalk

Overview
Students will be introduced to the characters of Jack and the Beanstalk. They will describe their physical characteristics and predict what their personalities will be and what they will do in the story. The students will focus especially on facial characteristics and forming questions by playing the game "Guess Who."

Student Objectives
- Students will be able to describe the physical characteristics of the characters introduced.
- Students will be able to predict what roles and actions the characters will fulfill in the story.
- Students will be able to form questions about physical characteristics and answer questions in complete sentences.

Vocabulary List
Jack, Mother, Stranger, Giant, Giantess, person, hair, curly, straight, long, short, brown, blonde, black, red, white, man, woman, eyes, eyebrows, thick, thin, lips, mustache, beard, bald, earrings, glasses, hat, nose, big, small, have, wear, face shape, round, long

Materials Needed
Character Flashcards (C60-65), Character Profiles (D3), Clap Clap Chant (C43-46), Guess Who Game Variations (D9), Guess Who PowerPoint Game (D63), Guess Who Worksheet (D8)

The Lesson

Anticipatory Set
Ask students if they remember the story of David and Goliath. What sort of person was Goliath? Have you ever seen a person who was as big as Goliath? How would you feel?

Procedures *A step by step listing of what happens in the task*
1. Explain vocabulary by drawing on the board, showing flashcards, and miming.
2. Model for students how to describe the characters.
3. Give students the Character Profiles to complete.
4. Model for students some predictions for what might happen in the story. Support their ideas by providing vocabulary necessary to write sentences (the worksheet only contains the names of the characters).
5. Give students the prediction worksheet to complete.
6. Introduce Clap Clap Chant which has to do with further description.
7. Introduce the Guess Who game (PowerPoint)
8. Guess Who Worksheet
   a. Students draw character cards, write a description, and have the rest of the class figure out what card they drew.
9. Play variations of the Guess Who game.

Assessment
The students will participate in the Guess Who game and worksheet. Through this activity they will accurately describe a character and ask questions about other characters.

Unit: Jack and the Beanstalk
Lesson 2: Working with the Story

Overview
After having been introduced to the characters and having made their predictions in Lesson 1, students will begin to work with the story by learning and practicing with key vocabulary. They will work on dialogue and role-play as well, with an emphasis on reviewing greetings and question formation. They will use Voice Threads to practice dialogues and eventually they will use Voice Threads with upcoming scenes from the story.

Student Objectives
- Students will be able to identify key vocabulary used in the story.
- Students will be able to incorporate greetings and question formation into dialogues and role-lays.
- Students will be able to interact in dialogues with pictures from upcoming scenes using their previous predictions in the form of Voice Threads.

Vocabulary List
An axe, a beanstalk, some coins/money, some eggs, a hen, some beans, a castle, Daisy the cow, a harp, birds, dancing, tree, greetings (Hi, how are you, my name is, etc.), Questions (What are you doing? Etc.)

Materials Needed
Dominoes (C25), Picture Dictionary (C35), Word Search (C26), Spot the Differences (C28-29), VoiceThread ScreenShot (D13), "What Are You Doing?" Pictures (D11), any available realia   -

The Lesson

Anticipatory Set
Ask students if they ever tried to grow anything. How big did the plants get? What did you have to do to make it grow?

Procedures *A step by step listing of what happens in the task*
1. Explain vocabulary by drawing on the board, showing flashcards, and miming.
2. Play "Spot the Differences" with the focus vocabulary.
3. Practice "Word Search" to focus on spelling.
   a. It might be beneficial to give a word bank on the board.
4. Play dominoes with the focus vocabulary.
5. "What Are You Doing?"
   a. From the pictures in Appendix D, model dialogues between the people in the pictures.
      i. "What are you doing?"
      ii. "I am _____."
   b. Support with vocabulary that students might not know.
6. "What are you doing?" Voice Threads

   a. In groups, while other students are working on further vocabulary
      practice, students will record Voice Thread dialogues on the computer
      about the pictures (same or different from the ones used to model).
7. "What is happening?" Voice Threads
   a. Using scenes from the story, have students predict what is happening
      in the scenes.
   b. Model a few first and provide any extra vocabulary needed.
8. Class Blog
   a. Both the "What are you doing?" and "What is happening?" Voice
      Threads will be embedded into the class blog.

Assessment
   The students will record dialogues using Voice Threads which will be posted in
the class blog.

Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	_____ / 5		

Unit: Jack and the Beanstalk
Lesson 3: Working with the Story

Overview
The students will be told the beginning of the story, concerning the cow that Jack has to sell. They will then discover more about farm animals and why they are useful to humans. The students will review farm animal vocabulary and learn animal product vocabulary. They will practice with the vocabulary and culminate with making a book about farm animals. These books will be recorded and uploaded to the class blog. Students will also have the opportunity to read their book to the kindergarten classes and during a video conference with their Skype partner class.

Student Objectives
- Students will be able to identify farm animals and products.
- Students will be able to match the farm animal to the animal product.
- Students will be able to connect the farm animals and their uses by making a book describing the connection and present it to various audiences.

Vocabulary List
Cow, horse, pig, chicken, goat, sheep, duck, dog, cat, mouse, wool, meat, eggs, milk, butter, cheese, give, make, use, market, buy, eat, sell

Materials Needed
Story Flashcards (C92), Farm Animal Flashcards (D17), What's Your Favorite Animal Word Search (D15), Animal Word Match (D14) Farm Animal Scramble (D16)My Farm Book Template (D25), realia (milk, eggs, butter, cheese), Old McDonald Song (Revamped) (D33)

The Lesson

Anticipatory Set
Ask students if they raise any animals or have been to a farm. What animals did you see? Why do you think the people were raising the animals?

Procedures *A step by step listing of what happens in the task*
1. Showing the first flashcard (C92), ask students what they had predicted about the scene. Proceed by telling the story up to the point of bringing the cow to market.
2. Explain vocabulary by drawing on the board, showing flashcards, and miming.
3. Sing the revamped version of "Old McDonald Had a Farm" using the flashcards and animal products
4. Animal Word Search, Matching and Scramble Worksheets.
5. Create a word/visual map on the board with all the food you can make with eggs, milk, etc.
6. Practice with any realia.
7. Flashcard practice
   a. Hand out flashcards of animals.

      b. Have students ask questions (e.g. "Do you give us cheese?") and students will answer yes or no (with complete sentence) and then the students have to guess which animal flashcard the student has.

8. Students complete the template for "My Farm Animal Book".
9. Students present the book to be recorded and uploaded to class blog.
10. Students visit the kindergarten class to read their books to them.

Assessment

     The students will complete "My Farm Animal Book" and present it to various audiences.

"My Farm Animal Book" Presentation Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
"My Farm Animal Book"	Book is exceptionally neatly illustrated and labeled. Student uses correct spelling and additional words to describe characteristics. Pages contain multiple complete sentences. Facts are accurate.	Book is neatly illustrated and labeled. Student uses correct spelling and appropriate words. Each page contains at least one complete sentence. Facts are accurate.	Book is not neatly illustrated nor labeled. Student uses incorrect spelling or inappropriate words. The student does not use any complete sentences. Not all facts are accurate.
Presentation	Student uses presentational voice and makes good eye contact. Student pronounces words with a good degree of accuracy. Student can read the sentences and tell about the animal.	Student uses presentational voice. Student pronounces words with a fair degree of accuracy. Student is at least able to tell about the animal if s/he cannot read the sentences.	Student uses conversational or whisper voice. Student pronounces words with a low degree of accuracy. Student is not familiar with facts about the animal and is unable to read the sentences or tell about the animal.
Score	/ 10		

Unit: Jack and the Beanstalk
Lesson 4: Magic Beans

Overview

The students will be told the next part of the story, when Jack trades Daisy the Cow for the magic beans. This will begin a discussion about vegetables, their characteristics and what they have in common. The students will do various exercises comparing the vegetables. The students will also be growing their own beans and each day recording in their book what the bean looks like.

Student Objectives

- Students will be able to identify vegetables.
- Students will be able to compare vegetables and their characteristics.
- Students will be able to keep a journal of their experience growing beans.

Vocabulary List

Beans, green beans, green peppers, onion, carrot, celery, potato, tomato, cucumber, chili peppers, mushrooms, broccoli, radishes, lettuce, peas, corn, crunchy, soft, hard, small, medium, large

Materials Needed

Story Flashcards (C93), Grow Your Own Beans! (C29), Categorize the Vegetables Worksheet (D34), Compare Two Sets of Vegetables Worksheet (D35), Opinion and Prediction Worksheet (D36) Vegetables! PowerPoint (D65), Bean Growth Log (D37), vegetable realia

The Lesson

Anticipatory Set

Ask students if they have ever tried growing anything. What did they have to do to make it grow? Do they know anyone who grows or sells vegetables?

Procedures *A step by step listing of what happens in the task*

1. Showing the second flashcard (C93), ask students what they had predicted about the scene. Proceed by telling the story up to the point of Jack bringing home the beans to his mother.
2. Give students the "Opinion and Prediction Worksheet" to complete.
3. Explain vocabulary by drawing on the board, showing flashcards, and miming.
4. Activate students' prior knowledge about beans and how they grow.
   a. Follow instructions on the "Grow Your Own Beans!" worksheet.
   b. Use the Bean Growth Log to keep track of class beans.
   c. Take pictures of the beans everyday and put the pictures and the Bean Growth Log on the class blog.
5. Vegetables! PowerPoint
6. Use PowerPoint and realia to list characteristics of each vegetable.
7. Give students copies of the category matrix. Have them write the characteristics of each vegetable.

8. Use the category matrix to make a Venn Diagram comparing two vegetables. Hand out "Compare Two Sets of Vegetables" worksheet and have students complete it.

Assessment

The students will complete the "Categorize the Vegetables" and "Compare Two Sets of Vegetables" worksheets.

Unit: Jack and the Beanstalk
Lesson 5: Math Beans

Overview
The students will be told the next part of the story, when Jack brings home the beans to his mother, she throws them out the window, and the next day it grows into a beanstalk reaching the clouds. The students will once again predict what the next part of the story will entail. This lesson will be focused on math; the students will learn about height and measurement and word problems involving addition and subtraction. The students will finish the lesson by writing their own word problem involving either farm animals or vegetables which will be posted on the class blog and sent to the Skype partner class.

Student Objectives
- Students will be able to identify terms and vocabulary used for measurement and used in word problems.
- Students will be able to complete addition and subtraction word problems.
- Students will be able to write their own math word problems using vegetable or farm animal vocabulary.

Vocabulary List
All, half, none, give, take, have, eat, plant, add, subtract, more, less, tall, long, wide, size, centimeter, meter, height, taller, tallest, short, shorter, shortest

Materials Needed
Story Flashcards (C94-95), Let's Count (C21), Count the Beans (C22), Height Beanstalk (C30-32), Veggie Word Problems Worksheet (D38), Word Problem Template Subtraction & Addition (D40-41) "My Word Problem" worksheet (D42), vegetable realia

The Lesson

Anticipatory Set
Ask students if they have ever been measured. How tall are you? How tall do you think you will be when you grow up?

Procedures *A step by step listing of what happens in the task*
1. Showing the next two flashcards (C94-95), ask students what they had predicted about the scene. Proceed by telling the story up to the point of Jack climbing up the beanstalk.
2. Explain vocabulary by drawing on the board, showing flashcards, and miming.
3. Review numbers and counting with "Let's Count" worksheet and "Count the Beans" worksheet.
4. Teach height and measurement vocabulary.
    a. Height Beanstalk Worksheet
    b. Measure Me! Worksheet
5. Word Problems
    a. Teach necessary vocabulary for each problem.

         b. Model several problems with the students.
            i. Use visuals – board, plastic or real vegetables
         c. Veggie Word Problems Worksheet
      6. Practice writing word problems with template.
         a. Word Problem Template

Assessment

    The students will each write their own word problem using vegetable or farm animal vocabulary. See "My Word Problem" worksheet. The class word problems will be sent to the Skype partner class and posted on the class blog.

Math Word Problem Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Word Problem	Student uses correct spelling and grammar. Student uses several vocabulary words. The problem is workable and the student has provided the solution through an exceptionally neat illustration of the problem. Problem is complex and expands from the template.	Student uses correct spelling and grammar most of the time. Student uses multiple vocabulary words. The problem is workable and the student has provided the solution through a neat illustration of the problem. Problem is complicated but does not deviate too far from the template.	Student does not use correct spelling and grammar. Student uses few if any vocabulary words. The problem is not workable and the student has not provided a solution through an illustration. Problem does not follow the template.
Score	_____ / 5		

Unit: Jack and the Beanstalk
Lesson 6: Money Beans

Overview
The students will be told the next several chunks of the story, when Jack climbs the beanstalk, enters the castle, and steals the hen, money and harp. The students will focus on money for the rest of the lesson. The students will be introduced to U.S. American currency and discover the value of each of the coins and the dollar bill. They will contrast the U.S. American currency with the currency of their own country.

Student Objectives
- Students will be able to identify the basic units of U.S. American currency.
- Students will be able to complete math problems dealing with money.
- Students will be able to compare U.S. American currency with their own currency.

Vocabulary List
Dollar, quarter, dime, nickel, penny, cent, worth, costs, pay, change

Materials Needed
Story Flashcards (C96-102), Object Flashcards (C71-74), Giant's Chant (C52-53), Money PowerPoint (D65), Math Activities and worksheets (D47-48), Money Realia (Play Money) (D43)

The Lesson

Anticipatory Set
Ask students if they have ever bought anything. What coins did they use? How much did it cost? Did they get the right change back?

Procedures *A step by step listing of what happens in the task*
1. Ask students what they predict that Jack will find at the top of the beanstalk. Showing the next group of flashcards, ask students what they had predicted about the scene. Proceed by telling the story up to the point of Jack escaping from the giant.
2. Explain vocabulary by drawing on the board, showing flashcards, and miming.
3. Giant's Chant Activities (C52-53)
4. Review with students' own currency.
   a. Show U.S. equivalent
5. Introduce Money PowerPoint and activities.
6. Utilize Math Activities and Worksheets (D47-48) according to students' need.

Assessment

In groups, the students will role-play buying various items from the story in the giant and giantess' "store". The store will be set up with the object flashcards (harp, hen, eggs) or with realia if possible. The objects will have price tags on them. Students will be given a certain amount of play money to buy the harp, eggs or the hen and must give the exact change to the cashier.

Role Play Rubric		
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Score	___ / 5		

Unit: Jack and the Beanstalk
Lesson 7: Buying and Selling

Overview
After having been introduced to both vegetables and money, the students will now put the two together and learn the vocabulary of commerce and simulate buying and selling produce at market. They will use measuring and math in figuring how much to buy/sell and how much to pay/give back as change. They will be using language from commercial contexts in their role-plays.

Student Objectives
- Students will be able to use common vocabulary to participate in commerce.
- Students will be able to complete math problems dealing with budgets and purchasing groceries.
- Students will be able to count out how much U.S. currency is needed to buy something and conversely students will be able to deliver correct change back to the customer.

Vocabulary List
Buy, sell, change, cost, "How much is…?", "_____ costs _____", "I would like to buy _____ please", "Thank you. Here is your change" "_____ for sale!"

Materials Needed
Let's Go to Market PowerPoint (D66), Shopping lists (D49), Money Realia (Play Money), (D43), vegetable realia, weighing balance, shopping baskets

The Lesson

Anticipatory Set
Ask students if they have ever gone to the market with their mothers. Do their mothers bring a shopping list? Why would you want to bring a list when you shop?

Procedures *A step by step listing of what happens in the task*
1. Use the "Let's Go to Market!" PowerPoint to review money values and vegetable vocabulary.
2. Introduce commerce vocabulary. Explain vocabulary by drawing on the board, showing flashcards, and miming.
3. Use the "Let's Go to Market!" PowerPoint and activities to model how to figure out how much 2 kilos of _____ costs, etc.

Assessment – Market Role-Play

Twelve children will be selling vegetables at stands in the class "market." They will be selling vegetables. These vegetables can be real, paper, etc. The amounts ("kilos") can be real or arbitrary; the students can measure out on a scale if available or have the vegetables pre-wrapped in kilo units. The other children in the class will be given shopping lists and ten dollars in fake money. The shoppers must figure out if they have enough money to buy the things on the list by adding up the amounts and the vegetable prices. If they do not have enough money, they can come up to the teacher and ask for the right amount. The students will go around and buy the things they need, using the "commerce vocabulary" previously taught. The sellers will have to practice counting correct change, etc. Switch out the groups so the sellers get to shop and the shoppers get to sell. The teacher will be video-recording some of the interactions in order to post a video of the students on the class blog.

Shopping at the Market Role Play Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Role Play	Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.	Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.	Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.
Shopping List	Math is correct; students successfully bought everything on their list and counted up and returned their change to the teacher.	Math is correct; students successfully bought everything on their list.	Math is incorrect; students were not successful in buying everything on their list.
Score	_____ / 10		

Unit: Jack and the Beanstalk
Lesson 8: Sequencing the Story

Overview
The students will be told the last part of the story. They will announce their predictions and then put themselves in Jack's shoes. Would they have gone to the castle? Would they have been afraid of the Giant? Would they have stolen the Giant's things? The students will then watch the story in its entirety on Brit Lit's website. They will participate in a number of activities that have to do with sequencing the story. Finally, they will be "quizzed" through a VoiceThreads activity where they are told and shown a scene from the story and they have to say whether it belongs in the beginning, middle or end of the story.

Student Objectives
- Students will be able to use vocabulary already learned and new reinforced vocabulary to answer questions about the story.
- Students will be able to put parts of the story in the correct order to come up with a complete sequence of the story.

Vocabulary List
Angry, meet, happily ever after, cupboard, asleep, wakes up, chops down, etc. Review all vocabulary and reinforce as needed.

Materials Needed
Voice Threads – Order the Story Screen Capture (D52), What Would You Do? Worksheet (D51), Put the Story Pictures in Order Worksheet (C107), Story Board Activities (C119-123), Comprehension (C112), Gapfill (C114), Story Auction (C108)

The Lesson

Anticipatory Set
Ask students what they think of the Jack and the Beanstalk story so far. What will happen to Jack? Will the Giant catch him?

Procedures *A step by step listing of what happens in the task*
1. Finish telling the rest of the story using the Story Flashcards (Jack climbs down the beanstalk, Jack's mother chops down the stalk, they live happily ever after).
2. Introduce and review vocabulary. Explain vocabulary by drawing on the board, showing flashcards, and miming.
3. What Would You Do? Worksheet
4. Watch Brit Lit's interactive story of Jack and the Beanstalk
   a. http://learnenglishkids.britishcouncil.org/en/short-stories/jack-and-the-beanstalk
5. Put the Story Pictures in Order Worksheet
6. Story Board Activities
7. Comprehension Worksheet
8. Gapfill Worksheet

9. Story Auction (classwide)

Assessment – Order the Story

On VoiceThreads, the students will listen to scenes from the story pre-recorded. They will listen and watch the clip and then record their own comment with their opinion if the clip belongs in the beginning, middle or end of the story. This can be done individually in a pull-out fashion while the rest of the students are completing various worksheets.

Voice Threads Ordering the Story Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Ordering the Story	Student is able to identify correct placement of the scenes and is specific in their exact placement. In the comment, student uses several key words and a presentational voice.	Student is able to identify the correct placement of the scenes. In the comment, student uses key words and presentational voice.	Student is not able to identify the correct placement of the scenes. In the comment, student fails to use key words and does not use a presentational voice.
Score	/ 5		

Unit: Jack and the Beanstalk
Lesson 9: Rewriting the Story

Overview

The students will be encouraged to think about the story. Who is your favorite character? What's your favorite scene? They will present these "reviews" to the class. They will also be encouraged to think about what moral the story entails. Was it right for Jack to steal the harp and hen? Are you glad the Giant fell when Jack's mother chopped down the beanstalk? How would you change the story if you could? The teacher will model various ways that the story could be changed. The students are to color the story and write (in simple sentences) what is happening in each scene. At the end, the students are to add or change the ending. They may use more than one page to do so. The stories will then be told to the kindergarten class. They will also be recorded and uploaded to the class blog and shared with the Skype Partner class. Ideally, the Skype partner class would share their Spanish version of the story with our class.

Student Objectives

- Students will be able to identify character and scenes that they liked from the story and share them with the class.
- Students will be able to critically look at the story and identify themes and morals from the story.
- Students will be able add to the end of the story or change the end of the story to convey a different ending and perhaps a different moral.

Vocabulary List

Review vocabulary and add vocabulary according to what the students want to have happen in their stories.

Materials Needed

Story Flashcards (C92-106), Review (C116-118), Jack and the Beanstalk – A New Story template (D53)

The Lesson

Anticipatory Set

Bring out the Character Profiles that the students created at the beginning of the unit. Were their predictions right? Would they change anything about the characters after having read the story?

Procedures *A step by step listing of what happens in the task*

1. Review the story using the Story Flashcards.
2. Review any vocabulary that students have been having trouble with.
3. Talk about the story with the students.
   a. Who is your favorite character?
   b. What's your favorite part of the story?
   c. Review Worksheets (C117-118)
4. Talk about the message of the story.
   a. Was it right for Jack to take the harp and the hen?

      b. Are you glad the Giant fell when Jack's mother chopped down the beanstalk?

      c. How would you change the story if you could?

5. Brainstorm ways that the story could be different with the students.

Assessment – Order the Story

The students will each create a book using the "Jack and the Beanstalk – A New Story" template. Students will illustrate and describe the scenes and add to or change the ending. The finished product will be read to the kindergarten classes. The students will also read it aloud and be recorded. This recording will be uploaded to the class blog and sent to the Skype Partner Class.

"Jack and the Beanstalk – A New Story" Presentation Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
"Jack and the Beanstalk – A New Story"	Book is exceptionally neatly illustrated and labeled. Student uses correct spelling and additional words to describe characteristics. Pages contain multiple complete sentences. Facts are accurate.	Book is neatly illustrated and labeled. Student uses correct spelling and appropriate words. Each page contains at least one complete sentence. Facts are accurate.	Book is not neatly illustrated nor labeled. Student uses incorrect spelling or inappropriate words. The student does not use any complete sentences. Not all facts are accurate.
Presentation	Student uses presentational voice and makes good eye contact. Student pronounces words with a good degree of accuracy. Student can read the sentences and tell about the animal.	Student uses presentational voice. Student pronounces words with a fair degree of accuracy. Student is at least able to tell about the animal if s/he cannot read the sentences.	Student uses conversational or whisper voice. Student pronounces words with a low degree of accuracy. Student is not familiar with facts about the animal and is unable to read the sentences or tell about the animal.
Score	_____ / 10		

Unit: Jack and the Beanstalk
Lesson 10: Dear Friend...

Overview

The students will build a mini-portfolio to share with a pen-pal in the Skype Partner Class. This project will be used to foster individual connections between the classmates which will continue to be built on in the units to follow. The students will include the information from the last lesson: their favorite character, scene, why they did or didn't like the story, and a copy of their "new story." They will have an opportunity to revise these pieces. The students will also include personal information about themselves and write a short letter to their new pen-pal. The student will be recorded explaining their favorite character, scene and reaction to the story as well as their personal information. This recording will be paired with their new story (which has already been recorded) and sent to their pen-pal electronically.

Student Objectives

- Students will be able to summarize their experience with the story and explain their favorite character and scene.
- Students will be able to categorize information about themselves and orally explain that information.
- Students will be able to use the letter form to communicate with another student of a different culture.

Vocabulary List

Dear, friend, favorite, "I like to _____", etc. Add vocabulary according to what the students want to share with their pen-pals.

Materials Needed

Students' copy of their "Review", About Me! (D61), Writing a Letter (D62)

The Lesson

Anticipatory Set

Ask students if they have ever written a letter before. Who did they write it to? Did the person write back?

Procedures *A step by step listing of what happens in the task*

1. Have the students fill out the "About Me" worksheet. Model for them by using the board.
2. Have students practice saying the sentences by pairing up and introducing themselves to each other.
3. Supplement with vocabulary that children need in order to write anything else about themselves.
4. Introduce the letter form.
    a. Have students look at the example on the Example worksheet
    b. Have students plug their answers into the template
    c. Have students write their own letter (with elaboration if possible)

Assessment – Mini Portfolio

Record the students' reactions and explanations of their favorite characters and scenes. Record the students explaining about themselves using the "About Me" worksheet and the letter they wrote. Upload the two entries into the student's mini-portfolio along with the pre-recorded copy of their "new story." Send to their pen-pals in the Skype Partner Class.

Electronic Mini-Portfolio Rubric			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
Reaction to the Story	The response is well-thought out and well-articulated. It is derived from the review of the story including favorite character and favorite scene. Student elaborates and gives extra examples of what they liked or didn't like about the story.	The response is well-thought out and understandable. Response is derived from the review of the story including favorite character and favorite scene.	The response is not well-thought out not understandable. Response does not include information from the review of the story that includes favorite character and favorite scene.
Personal Information	Student completes "About Me" and "Letter" templates. Information is communicated very clearly and articulately. Letter and explanation include everything on the list. Student elaborates in the letter and explanation.	Student completes "About Me" and "Letter" templates. Information is communicated clearly and articulately. Letter and explanation include everything on the list.	Student completes part but not all of "About Me" and "Letter" templates. Information is not communicated clearly and articulately. Letter and explanation do not include everything on the list.
Score	___ / 10		

Unit: Jack and the Beanstalk
Assessment: The Play

Overview
Students will use create masks of the characters and perform a play of the story of Jack and the Beanstalk. The students have already learned parts of the play from previous activities and role-plays. Students will perform in small group of four or five (the mother and woodcutter can be played by the same person if needed). The students will perform these plays for the other classes in the school. The performances will also be recorded and uploaded to the class blog as well as sent to the Skype Partner Class.

Materials Needed
Play Script (C74-81 or 83-86), Play notes (C82), Mask directions and templates (C87-91), props.

Rubric

<table>
<tr><td colspan="4" align="center">Role Play Rubric</td></tr>
<tr><td></td><td>Exceeds Expectations (5)</td><td>Meets Expectations (3)</td><td>Below Expectations (1)</td></tr>
<tr><td>Role Play</td><td>Student uses presentational voice and makes good eye contact. Student follows script and elaborates on the script. Student uses appropriate words and pronounces them with a good degree of accuracy. Student speaks in complete sentences.</td><td>Student uses presentational voice. Student sticks to the script and does not elaborate. Student uses appropriate words and pronounces them with a fair degree of accuracy. Student uses key words.</td><td>Student uses conversational or whisper voice. Student does not use correct words or pronounces them with a low degree of accuracy. Student struggles to use new key vocabulary and struggles to stick to the script.</td></tr>
<tr><td>Score</td><td colspan="3">_____ / 5</td></tr>
</table>

Unit: Jack and the Beanstalk
Reflection

      After having completed the first unit about "Little Red Riding Hood", I decided to keep with the fairy tale theme and continue with "Jack and the Beanstalk" because the British Council also produced a kit for it. Because I had kept the first unit technologically simple, I was challenged by my advisor to make the second unit technologically advanced. The first unit would serve the limited resources at Strong Tower Christian School, but as the school is slowly gaining access to things such as internet, projectors, webcams, etc, there will be a need to use technologically advanced curriculum in the school.

      As I thought about what sort of things I would like to incorporate technologically into the unit, I thought about the students' ages and situations. Students of the age of seven or eight might be technologically advanced in a developed country as the United States, but in a developing country such as Peru, children do not have great access to computers or electronics. There is certainly not one in every home, and most students have never even touched a computer. Consequently, as much as I would have liked to plan WebQuests and more involved activities which would require the students' attention outside of class, that would not be plausible with the students involved. In addition, resources in the school are limited to one computer. Therefore, I decided to focus on what things I could use in which the students can explore alongside the teacher, so that they receive direct attention and guidance. Therefore, I decided to use three technological items: Skype, blogging and Voice Threads.

      Skype is a downloadable application that allows video conferencing on the internet. The way I would use Skype is to use it to video conference with a class in the United States or other English-speaking country. Ideally, I would find a second-grade class who is learning Spanish as a foreign language in the same capacity as my students so that the students would be on similar levels in their new languages. Named as our "Skype Partner Class," they are an international audience for our dramas, books, role-plays, etc. Ideally, the whole project would be a large-scale collaboration—the students would be going through the same stories and similar activities in the Spanish language. The classes would video conference in a large-group setting once or twice a week for a few minutes. Seeing other children learning something that they already know would be beneficial for motivation, and I think the students would be able to bond over this common challenge of learning another language. In Lesson Nine, the students put together a mini electronic portfolio to send to one of the students in the Skype Partner Class who would become their pen-pal. The correspondence can be a combination of written and oral correspondence, although the easiest way would be to upload videos of students sending an oral message instead of taking the time to let the students video-conference individually (especially when internet connections can be slow).

      Blogging is another way to share with multiple audiences what is going on in the classroom. I decided to set up a class blog in which all of the students' work could be posted in the form of pictures, videos, etc. Because there are approximately twenty children in the class, posting every student's work would be excessive. However, most of the work posted would be group projects so the number of files uploaded would be cut down considerably. I think it would be a great way for students' parents to see their students in action (if they themselves have access to internet, which some might if they go to an internet café where they can buy time on the internet). Online posting would also be a useful tool for scholarship sponsors to be able to see the learning and progress of the children that they are sponsoring.

      The third item is a program called Voice Threads. It is a program on the internet that offers free and premium options for collaborative presentations. It allows for pictures, videos or slides to be uploaded to the internet and then for multiple people to record comments about the media. The "threads" can be text, voice or video. The way it would be used in the classroom is for dialogue practice. Students can practice adding comments about the pictures or pretending to be people in the pictures and carrying on a conversation according to what is happening in the picture. I also incorporate Voice Threads in ordering the scenes in Jack and the Beanstalk. I recorded myself telling the story through the slides, so students will listen to my recording and respond whether the scene belongs at the beginning, middle, or end of the story. Voice Threads is a useful tool because it incorporates listening and speaking; not to mention the children will be fascinated with being able to record videos of themselves speaking!

Lesson 1: Introducing Jack and the Beanstalk. In the first lesson, I wanted to introduce the students to the characters and work on their abilities to describe persons physically. I also wanted to work on predicting what would happen in the story just based on the characters alone. The character profiles are something that will be used later in the unit, once the students have learned the story.

> **Technological Emphasis**: The Guess Who game, meant to focus on asking and answering questions as well as physical description, was very fun to make. I bought a copy of Hasbro's Guess Who and scanned the pictures of the cards to digitize the faces. I had a dilemma when creating it; I debated between creating separate hyperlink webs for each person but figured that would make such a huge file and would be a lot of extra work. I also debated on what wording to use in the questions and finally settled on "Does your person have..." because then it wouldn't be assuming he or she and some versions of the game will have the students themselves holding the mystery card. I had never made a PowerPoint presentation with hyperlinks before but found that hyperlinks are very easy to create and use and quite helpful especially in the type of presentation I was making. I think this would be a fun game to play with the Skype Partner Class, but I'm not sure how it would work with such big classes and such limited time. However, it is worth exploring, even given that I am creating an "ideal" situation.

Lesson 2: Working with the Story. In this lesson the students are learning key vocabulary for the story. There are several activities and worksheets in the Brit Lit kit that I decided to use.

> **Technological Emphasis:** This lesson will build upon the last one in that students are still working on forming questions and answering, this time with the question, "What are you doing?" The students will get to practice with both role-plays in acting and seeing pictures and asking each other "What are you doing?" After they have practiced in-class, the students will then move to practicing electronically. Using Voice Threads, the students will record these dialogues on the same pictures they used in class. They will also take a scene of the story (preferably one that they haven't seen yet) and role-play by having one character ask the other "What are you doing?" and the character will respond with something that has to do with what is going on in the picture.

Lesson 3: Farm Animals. Because the beginning of the story includes Jack's mother sending Jack off to sell the cow at market, I decided to take this opportunity to review farm animals. The students have previously learned the names of farm animals, but I wanted to emphasize the use of farm animals and the products they give us. Thus the end product will be a book written by the students which includes the animal and what product it produces.

> **Technological Emphasis**: In addition to reading the book to the students in the kindergarten classes, the students will have the chance to either record themselves reading the book or use a video conference with the Skype Partner Class to read it live to the Partner Class. Those that choose to record will have their books posted on the class blog for others to see as well. These books are short and should not take long to read. If time constraints are too binding, students can just record a page or two of their books.

Lesson 4: Magic Beans. The next chunk of the story will be told in which Jack trades Daisy to the Stranger for magic beans. Because the magic beans are such a big part of the story, I decided to take this opportunity to discover beans and other vegetables with the students. The class will be interacting in a long-term project in growing beans and cataloguing their growth.

> **Technological Emphasis:** Throughout the duration of the bean project, the students will take pictures of the beans every day and make their logs electronic on the class blog. In addition, the main bulk of the lesson will use the Vegetables! PowerPoint presentation. In this presentation the vegetables are presented with their names and various characteristics. This will allow students to complete the compare and contrast worksheets. The vegetables are also shown on the same slide without their names and are hyperlinked to their individual slide with the information on it.

Lesson 5: Math Beans. When the Brit Lit kit had an activity of using beans to count, I thought that a lesson incorporating math would be fun and useful to do and also fit in well with the content of the story. Using a few other worksheets from the Brit Lit kit, such as measuring and height, students are working with the metric system in English. I also came up with some word problems that included vegetable vocabulary, which the students just learned in the previous lesson.

> **Technological Emphasis:** Having practiced with many word problems, the students will eventually write their own math problem using key vocabulary. These problems will be sent to the Skype Partner Class for their partner classmates to complete. If desired, Spanish word problems could be also sent to the Partner Class for them to be able to practice, and likewise the Partner Class could send both English and Spanish problems to give practice and gain practice at the same time.

Lesson 6: Money Beans. In this lesson the students will learn the next several chunks of the story, which includes the episodes of stealing the coins, hen and harp. Because of the interaction with the coins, I decided a conversation about money would be appropriate. Students will compare their currency with U.S. American currency and learn about names as well as values of U.S. American currency.

> **Technological Emphasis**: This lesson will use the Money! PowerPoint presentation to introduce the coins, dollar and values as well as names. The PowerPoint also includes a few activities to do with the students, focusing on money and math. The students will work toward a simple role-play in which they have to buy the hen, harp and eggs from the giant instead of stealing them. These role-plays could be recorded and shared with the Skype Partner Class and/or posted on the class blog.

Lesson 7: Buying and Selling. This lesson builds off the previous lessons in that the students are putting together what they have learned about vegetables, math and money by participating in a role-play about shopping. They will learn the vocabulary necessary to transact business and will take turns being the sellers, who have to measure/count the produce and return the change, and the buyers, who have a list and a strict budget to stick to.

> **Technological Emphasis**: Various interactions in the market can be recorded and posted on the class blog. The parents will no doubt enjoy seeing their children taking after them in shopping and doing daily activities in the market, except in the target language!

Lesson 8: Sequencing the Story. In this lesson the students will finish the story of Jack and the Beanstalk. There are several activities in the Brit Lit kit that serve as summary and sequencing which will be useful in giving students continuity and sequence in the story especially because we have taken so many detours in focusing on vegetables, math, etc.

> **Technological Emphasis**: I recorded the story on flashcards from the Brit Lit kit and put it on Voice Threads. I did this partly because I didn't know any other way to do it, but I think it will be good to have the students hear the story told in an American accent. Although they will be hearing my voice all of the time, in the story online from the Brit Lit kit, a British accent is used. Also, the structure of the language can differ, so this way I am giving them more exposure to different variations. The students will have to use listening skills in listening to the scene and also speaking skills when they record their own opinion where the scene belongs in the story and why.

Lesson 9: Rewriting the Story. After having a good grasp on the story, I thought it would be appropriate for students to be able to reflect on the story. This reflection would be facilitated by Brit Lit's Review worksheets in which they describe their favorite character and scene. I also wanted the students to think about the decisions made in the story. Would they have made the same decisions as Jack when he traded the cow, climbed the beanstalk or stole from the giant? Additionally, I thought students should think about whether what Jack did was wrong or not. Because this is a Christian school, there would be an

increased emphasis on right and wrong. As such, they have the opportunity to change the story. This activity allows them to add to the ending or change something about the ending. It gives them the opportunity to summarize the story and elaborate.

Technological Emphasis: The students' revised stories will be suitable to read to the kindergarten classes. They can also be posted online, whether in written form or in a recording of the students reading their stories. Additionally, I think the Skype Partner Class would enjoy hearing the changes to the conventional tale.

Lesson 10: Dear Friend… At this point I thought it was time to have students build a mini portfolio with some of their work from the unit. I wanted them to focus on the story, their experience with it, favorite parts, etc.

Technological Emphasis: Because I thought it would be good for the students to share this portfolio personally, I thought it would be a good idea to give the students a pen-pal from the Skype Partner Class through which the classmates can connect individually. In order to do this, I wanted students to be able to preface their work with some personal information in the form of a letter. This letter can be read or can be sent along with the other papers that their pen-pal will read. This information will be also explained (or read) by the student and recorded. The entire portfolio will be sent electronically; it might be a good idea to do it via Voice Threads so that the partner classmate can comment on both the text and the video that the student will send.

Cumulative Assessment: Much like the cumulative assessment for Little Red Riding Hood, students will again create masks and perform the play of Jack and the Beanstalk in small groups. However, this time they have more audiences; they have their scholarship sponsors, their Skype Partner Class, parents and faculty, and finally, the kindergarten and first grade classes.

Conclusion:

In conclusion, although this unit is centered on a fairy tale and employed a Brit Lit kit, this unit is drastically different from Little Red Riding Hood because it includes technology. I found that this unit was much more enjoyable to make because it stretched me to find more ways for students to have audience and real-world interaction. I believe this unit still stayed true to the methods I talked about using in the beginning. There are several role-plays which foster cooperative learning. Voice Threads includes practice with both speaking and listening skills. Because the students are beginning writers, the amount of writing might be conceived as overwhelming. However, I think I am providing support by allowing them to use templates and guiding them to being able to do it on their own. Also involved in the unit is the use of TPR and many visuals and realia. There are also some songs and chants which gives children the repetition needed. Finally, I think adding technology is like adding a new dimension to their learning, and even though Strong Tower might not be ready for this sort of unit immediately, it is clear that they are moving in a direction of being able to facilitate this technology. I can't imagine what sort of things we could do if every student had access to a computer!