



Day 1	<p>Review the purpose of MELD</p> <ol style="list-style-type: none">1. Ask students what languages are spoken in their community. Students use Put Your Two Cents In (DP) protocol to share their answers with their group (MCC, CCLE, and CA)2. A circle map will be used to record student responses. Teacher will use Pick-a-Stick (PP) protocol. (AGO)3. Students are given index cards upon which to write an example of something they hear someone say in their home or community. They Students will use a Moment of Silence (PP) protocol and Raise a Righteous Hand (PP) protocol to share their card with the class. (MCC and CA) <p>Personal Thesaurus</p> <ol style="list-style-type: none">1. Distribute a blank Personal Thesaurus page with 6 boxes. Have the students write in 6 boxes. Have the students to write chuckled, nervous, nonsense, fumbled, and trudged. (ALD)2. Project or write the Personal Thesaurus on the board or easel. Lead the class in writing synonyms for each word until the page is full.3. Remind the students that the Personal Thesaurus will be a tool that they will use to build their vocabulary of words throughout the year.4. Have the students construct sentences by replacing the tier 1 words with tier 2 synonym equivalents. Students use Moment of Silence protocol (PP).
--------------	---

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Unit 1: Linguistic and Cultural Diversity (Language and Culture Around the World)

Lesson A in the Elementary MELD IG pp. 8-9

-Intro (pg. 8) Quick-talk(s) about culturally diverse people and places

1. Select pictures, posters, or magazine cut outs of people and places from diverse cultures. Engage students in a discussion as to who these people are, the places that they come from, and the languages that they speak. Students will use Round Robin Brainstorming **(DP)** protocol.
2. Use the projector, the chalkboard or butcher paper to chart their responses. Ask the students: Describe the picture. What does it show? What land do the people seem to be from? Describe the environment. What language do they speak? Students will use the Think-Pair-Share **(DP)** protocol.
3. Guide students through a discussion of the world map. Point out the various components of the map i.e. four oceans and seven continents. Explain that people live on different continents of the world and that they speak different languages and have different cultural practices. Have them contemplate the different lifestyles of people from various regions of the world. For example, they can contemplate the differences in dress of those who live on the continent of Antarctica versus those who live on the continent of Africa. **(MCC)**

Materials and Resources

Videos (Africa, Asia, Europe, North America, South America, and Central America), embassies, libraries, museums, Internet, encyclopedias, texts, books, advanced graphic organizers, documentaries, photographs, pictures, maps, primary and secondary sources, documents, ledgers, television, poetry, music, art, and artifacts.

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Day 2	<p>Personal Thesaurus</p> <ol style="list-style-type: none">1. Distribute a blank Personal Thesaurus page with 6 boxes. Have the students write in 6 boxes. Have the students to write chuckled, nervous, nonsense, fumbled, and trudged. (ALD)2. Revisit visual Vocabulary Card for “nervous”3. Use the Pick-a-Stick (PP) protocol to select various students to pantomime the word “nervous” for the class. <p>-Through (p.8) Read literature about culturally diverse people and places</p> <ol style="list-style-type: none">1. Read and discuss stories about culturally diverse people and places. Students will use My Turn, Your Turn (PP) protocol.2. Have students discuss the differences in dress, speech, and daily activities of the people that they see. (MCC and CA)3. Have students describe the different objects, artworks, and artifacts that are illustrated. Students will use Pick-a-Stick (PP) protocol. <p>Suggested Literature: <i>A is For Africa</i> by Ifeoma Onyefulu <i>A is For the America’s</i> by Cynthia Chin-Lee <i>Homes Around the World</i> by Deborah Eaton</p>
--------------	--

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Writer’s Workshop

Crafting True Stories: Grade 3 – Unit 1 – Narrative
by Lucy Calkins and Marjorie Martinelli

-Bend 1: Writing Personal Narratives with Independence

- Starting the Writing Workshop: Visualizing Possibilities
- Moving Quickly among Writers, Learning Their History and Hopes
- Make a Museum and Compile a Sense of What Notebook Writers Do
- Capturing Resolve through New Year’s Resolutions

Starting the Writing Workshop (Name the teaching point)

1. Connection – Suggest that today is New Year’s Day for the writing workshop and invoke a mini in-place celebration. **(MCC)**
Point out that most people also celebrate New Year by making new Year’s resolutions. **(MCC)**
2. Teaching – Tell students that writers benefit from having a clear picture of the kind of thing they are trying to make. They might, for example, study an exemplar writer’s notebook. **(AGO)**
3. Active Engagement – Set children up to talk in small clusters about what third-grade notebook writers do and don’t do, and then convene to collect observations. Students will use Numbered Heads Together **(DP)** and My Turn, Your Turn **(PP)** protocols.
4. Link – Channel students to continue this work in groups, studying an exemplar notebook and charting observations. Students will use Numbered Heads Together **(DP)** and My Turn, Your Turn **(PP)** protocols. **(AGO)**

Writer’s Workshop Handouts: CCSS Aligning with Gr. 3 Crafting True Stories; Learning Progression for Narrative Writing; Gr.2/3 Narrative Writing Checklist; and Narrative Writing Rubric, Grade 3

Suggested Literature: *Come On, Rain!* by Karen Hesse

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Day 3	<p>Personal Thesaurus</p> <ol style="list-style-type: none">1. Distribute a blank Personal Thesaurus page with 6 boxes. Have the students write in 6 boxes. Have the students to write chuckled, nervous, nonsense, fumbled, and trudged. (ALD)2. Revisit visual Vocabulary Card for “nonsense”3. Use the Pick-a-Stick protocol to select various students to pantomime the word “nonsense” for the class. <p>-Beyond (p. 9) What can the students find? Send the students out on a culture search</p> <ol style="list-style-type: none">1. Have students use magazines, calendars, travel brochures, and such to create a mural/collage of culturally diverse people and places. (MCC)2. Narrative Writing: Responding to the question “What Do You See” students generate sentences and/or paragraphs to describe the people and places that they have seen as a result of viewing the pictures shown and books read during the INTO and THROUGH activities. For upper elementary students, they can create a poster board display about a particular culture, describing where the people live, foods, clothes, spiritual beliefs, and languages. (MCC) <p>Additional activities to support this lesson (see p. 9 in the MELD Instructional Guide)</p>
--------------	---

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Day 4	<p>Personal Thesaurus</p> <ol style="list-style-type: none">1. Distribute a blank Personal Thesaurus page with 6 boxes. Have the students write in 6 boxes. Have the students to write chuckled, nervous, nonsense, fumbled, and trugged. (ALD)2. Revisit visual Vocabulary Card for “fumbled”3. Use the Pick-a-Stick protocol to select various students to pantomime the word “fumbled” for the class. <p>Unit 1- Linguistic and Cultural Diversity (Languages and Cultures in the United States)</p> <p>Lesson B in the Elementary MELD IG pp. 11-12</p> <p>-Into (p. 11) How People Came to the United States of America</p> <ol style="list-style-type: none">1. Discuss with students the concepts of migration and immigration. Students will use Jigsaw (DP) protocol. (MCC)2. Explain that the majority of people who live in America came to this country from other places in the world. (MCC)3. Explain that people who came here from other places spoke different languages and held different cultural practices. Elaborate on the “immigration status” of the SELs. (CA, CCLE, and MCC)4. Explain that some people came here on their own, but that others (Africans) were forced to come to this land, and that the people who first lived here (Native Americans and Mexicans) were invaded or conquered (Shade, 1997). (MCC)
--------------	--

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Day 5	<p>Personal Thesaurus</p> <ol style="list-style-type: none">1. Distribute a blank Personal Thesaurus page with 6 boxes. Have the students write in 6 boxes. Have the students to write chuckled, nervous, nonsense, fumbled, and trudged. (ALD)2. Revisit visual Vocabulary Card for “trudged”3. Use the Pick-a-Stick protocol to select various students to pantomime the word “trudged” for the class. <p>-Through (p. 11)</p> <ol style="list-style-type: none">1. Read literature about how different groups of people came to the United States. (MCC)2. Read and discuss stories about how different groups of people came to the United States. Students will use Silent Appointment/Give One, Get One (DP) protocol.3. Use the literature to facilitate a discussion analyzing the different languages that the groups spoke and the different cultural practices that each held. Also use the literature to assist with accentuating differences in the way that culturally different people look, dress, and the types of food that they eat. (CA)
--------------	---

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**



Mainstream English Language Development (MELD)
California Treasures – Grade 3
Unit 1 – Let’s Learn
Week 1: “First Day Jitters”

<p>Suggested Literature: <i>1621: A new Look at Thanksgiving</i> by Grace and Catherine O’Neill and Mage Bruchac <i>New Hope</i> by Henri Sorensen <i>A Place Called Freedom</i> by Scott Russell Sanders <i>The Upside Down Boy/El Nino de Cabeza</i> by Juan Felipe Herrera <i>How My Family Lives in America</i> by Susan Kukilh <i>Come Home with Me</i> by Jenness Aylette</p> <p>-Beyond (p. 12) How did your family come to America? Where does your family live in America? What are some family activities?</p> <ol style="list-style-type: none">1. Create a family tree or a family chart detailing the members of your family and where various members came from and/or live. Throughout the course of the unit, students will do a presentation. (MCC and AGO)2. Create a storyboard: How does your family live in America? Storyboard should illustrate 4-6 scenes of family interactions. Students should write sentences explaining what each scene depicts. (AGO)3. Expository Writing: Report on famous Americans. Students read biographies about famous Americans; such Dr. Ben Carson, brain surgeon or Antonio Villaraigosa, mayor of Los Angeles, CA. Students write a report about the person noting the ancestral origin, and cultural orientations of the person, and his/her accomplishments. (MCC)

AEMP Access Strategies: Academic Language Development **(ALD)**, Advanced Graphic Organizers **(AGO)**, Communal Cooperative Learning Environments **(CCLE)**, Contrastive Analysis **(CA)**, Instructional Conversations **(IC)**, and Making Cultural Connections **(MCC)**

Culturally Responsive Protocols: Discussion Protocol **(DP)** and Participation Protocol **(PP)**