La Siguanaba Chapter 1

**Lesson Title:** La Siguanaba Chapter 1

**Teacher:** Grant Ringerwole

**Unit/Theme:** La Siguanaba

**Duration:** 70 Minutes

**Grade/Class/Subject:** 9-12/6th Skills Development

**Content Area Standards:**
- Express ideas clearly in debates or conversations

**English Proficiency Standards:**
- WMT: Write appropriate English in many situations in school
- RMT: Read and understand English in many situations at school
- LMT: Listen and understand English in many situations at school
- SMT: Speak English in many situations at school

**Content Objectives:**
- Students will be able to:
  - Speaking: Express ideas clearly
  - Listening: Respond appropriately to content-related tasks
  - Writing: Write using appropriate style and organization

**English Language Development Objectives:**
- Students will be able to:
  - R: Demonstrate comprehension of simple text
  - L: Listen to oral directions
  - W: Write one or two simple paragraphs using simple sentences and conventions of standard English
  - S: Speak with increased fluency & fluency to convey ideas with appropriate rhythm and stress.

**Materials:**
- Apple TV/projector, Unit 2 packet, U.N. Debate handout, Debate Rules Handout
- La Siguanaba Handout, La Siguanaba Story, highlighters, iPad, TV

**Connections: Activating Prior Knowledge/Building Background/Previous Learning**
(e.g., links to experience, prior knowledge, etc. Links to learning)

**Accommodations/Modifications for students with disabilities:**
- Step by step directions, reread and explain directions, modeling, peer assistance
<table>
<thead>
<tr>
<th>Meaningful Teaching or Learning Activities</th>
<th>Assessment/Next Step Planning</th>
<th>Adaptation of Content</th>
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</thead>
<tbody>
<tr>
<td>Students will begin working on their warm-up. This warm up reviews the previous day’s material. Students will write the warm-up in their folder, and the class “Chiefs” will pick people to answer the questions, and review them with the class.</td>
<td>The teacher will monitor the room and student responses, provided proper feedback and opportunities for student growth. The teacher will check the students’ responses, then provide feedback on whether material from a previous lesson must be further reinforced, and which new material needs the most attention.</td>
<td>Teacher support.</td>
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<td>Students will be able to use their folder (which include previous activities and notes). Students will be allowed to use bilingual glossaries and dictionaries to help them.</td>
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<td>1. Chiefs will pass out the “La Siguanaba” story packet, and the “La Siguanaba” workbook. Together in class, we will first review the workbook, and then begin reading.</td>
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<td>2. As a class we will read “La Siguanaba.” This is an adapted version of a very famous Central American legend. La Siguanaba’s western equivalent would be a “Siren,” and the story is about La Siguanaba’s origin.</td>
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<td>3. After reading, we will work on annotating the text. This will be used to help students comprehend the text.</td>
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<td>Teachers will listen to oral language produced by students, and model correct language. The teacher will circulate the room and monitor student responses to the prompts to see if they are appropriate. The teacher will listen to student responses during each step, and provide feedback if students are on topic or off topic.</td>
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<td>Teacher support.</td>
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<td>Teacher support. Students will be able to use their previous assignments and notes; vocabulary words are in <strong>bold</strong>. The teacher will first read aloud to the class, then the second time around there will be popcorn reading. After reading, we will annotate the text, using different colors to highlight difficult words/phrases, important ideas, and questions.</td>
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<td>Bilingual glossaries</td>
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<td>Wrap Up. The last 5-10 minutes is reserved to students to answer questions that relate to the objective covered during class.</td>
<td>Students will write short sentences to respond to questions. The teacher will come around and check the student responses, keeping note of what to include in the next day’s warm up.</td>
<td>Sentence stems can be provided with more limited language.</td>
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<td>If time permits, students will be given extra time to continue working on their handouts.</td>
<td>Students with more limited language will be allowed to write shorter or single word responses.</td>
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