

English Language Development Lesson Framework

Theme _____ Chato's Kitchen by Gary Soto _____

Topic _____ **LESSON 1** _____

- Language Objective(s) _
1. Identify the differences between fantasy and realistic texts.
 2. Write a conclusion about the effect of Chorizo's character.
 3. Use your imagination to rewrite part of the text.
 4. Read your conclusion with expression, fluency and volume.

To Consider in Every Lesson Stage:

Assess conceptual and language learning	Ensure students are speaking
Provide Think-Time	Make expectations clear
Group/partner students	Teach learning strategies explicitly
Use supplementary materials	Teach concepts and language in a context
Distribute questions purposefully	Monitor own speech
Connect the language from each activity to the next	
Provide explicit instruction of language form for speaking and writing through models/prompts	

Into: *Prepare students to participate and learn in the lesson.*

- Objective
*Identify the differences between fantasy and realistic texts.
Have students explain what identify and texts are.*
- Introduce Vocabulary
*Have students identify what CHARACTER, FANTASY and REALISTIC mean.
Have them describe characteristics of fantasy and realistic.*

Have students describe the real animal relationships (using the pictures) of dogs, cats and mice.
- Build Background
*Tell your partner a story about your pet or a pet you once had.
Show cover and have them predict (or retell) the story. Ask questions to help them think about the difference between realistic and fantasy in this story.*

Through: *Deliver knowledge and language through intentional instructional strategies that scaffold conceptual and language learning.*

- Presentation
*Read the story:
Set a purpose (students' job) for listening to the story: NOTICE HOW THE AUTHOR WRITES REALISTIC ANIMAL RELATIONSHIPS INTO A FANTASY STORY.*

Ask predicting questions and questions regarding fantasy and realistic animal relationships.

As each new character is introduced, post their name under the picture of dog, cat and mouse.

- Practice

Have students tell their partner one aspect or event of the story that is fantasy and one that is realistic. Ask them clarifying questions about the fantasy and realistic animal relationships.

Have students identify the differences between fantasy and realistic in the book on a T-Chart..

Beyond: Create opportunities for students to internalize and personalize conceptual knowledge and language to become part of the students' schema.

- Application

Have students use their T-char to write a declaration about fantasy authors using realistic aspects: Gary Soto used _____ in a fantasy story about _____.

Chato's Kitchen is a fantasy story because _____ but Gary Soto, the author used realistic _____.

- Reflection

Ask students to reflect on what helped them be a good listener with the story. Motivation? Purpose? Real-life connections with culture and language? Fun/new/favorite story? Questions asked by teacher? Etc.

- Review Concepts, Language and Objective(s)

Go back to objective to assess if it was met.

Play "Finish my Sentence":

A character is _____. the main people in the story.

When animals talk in a text it is a _____ story. fantasy

Anything you read is a _____. text

One example of how Gary Soto used realistic animal relationships in his story was _____.

If the events can happen in our life it is _____.

One example of how Chato's Kitchen is fantasy is _____.

English Language Development Lesson Framework

Theme _____ Chato's Kitchen _____

Topic _____ Lesson 2 _____

- Language Objective(s) _____
1. Identify the differences between fantasy and realistic texts.
 2. Use a graphic organizer to write a conclusion about the effect of Chorizo's character.
 3. Use your imagination to rewrite part of the text.
 4. Read your conclusion with expression, fluency and volume.

To Consider in Every Lesson Stage:

Assess conceptual and language learning

Provide Think-Time

Group/partner students

Use supplementary materials

Distribute questions purposefully

Connect the language from each activity to the next

Provide explicit instruction of language form for speaking and writing through models/prompts

Ensure students are speaking

Make expectations clear

Teach learning strategies explicitly

Teach concepts and language in a context

Monitor own speech

Into: *Prepare students to participate and learn in the lesson.*

- Objective

Use a graphic organizer to write a conclusion about the effect of Chorizo's character. (not a conclusion as in the end of the story) Have students talk about their ideas of Chorizo's character. What was the effect? Because Chorizo was a dog, _____ happened.

- Review Vocabulary

Have students identify what CHARACTER, FANTASY and REALISTIC mean. Have them describe characteristics of fantasy and realistic.

Have students talk about what a GRAPHIC ORGANIZER is for: organize information so it fits into our brain, take notes, deepen comprehension, prewriting strategy. CAUSE and EFFECT

- Build Background

Have students retell to their partner what the story was about specific to Chorizo. Who was he? Why was his name misleading to Chato? Why did the story end as it did?

Through: *Deliver knowledge and language through intentional instructional strategies that scaffold conceptual and language learning.*

- Presentation
 - Quick read the story if needed with a set purpose, different from yesterday's: Identify the cause and effect of Chorizo's character.*
 - Ask predicting questions and questions regarding cause and effects.*
- Practice
 - Have students organize the information from the story on cause and effect. This can be done as whole group, partner work or independent based on their understanding of the process.*

Beyond: *Create opportunities for students to internalize and personalize conceptual knowledge and language to become part of the students' schema.*

- Application
 - Ask questions about the purpose of their listening. Ask them about the effect of Chorizo's character.*
 - Refer to the objective.*
 - Have students use the information on the GO as a writing tool to do objective. They can do this in one sentence Because/Since _____ then _____; The effect of _____ was _____, etc. Or they may do this in a paragraph based on language proficiency.*
- Reflection
 - Ask students how they graphic organizer helped them as a writing strategy. Was it challenging? Easy? How may it be used in other ways? Why?*
- Review Concepts, Language and Objective(s)
 - Go back to objective to assess if it was met.*

English Language Development Lesson Framework

Theme _____ Chato's Kitchen by Gary Soto _____

Topic _____ **LESSON 3** _____

- Language Objective(s) _
1. Identify the differences between fantasy and realistic texts.
 2. Write a conclusion about the effect of Chorizo's character.
 3. Use your imagination to rewrite part of the text.
 4. Read your conclusion with expression, fluency and volume.

Into: Prepare students to participate and learn in the lesson.

- Objective
*Use your imagination to rewrite part of the text.
Have students clarify what imagination is, what we do with it; what the prefix re means in rewrite, connecting to other re words; what text is, a variety of texts.*
- Review Vocabulary
*Have students identify what CHARACTER, FANTASY and REALISTIC mean.
Have them describe characteristics of fantasy and realistic.*
- Build Background
*Play "Who am I?": Based on the clue you give students identify the character and EXPLAIN HOW THEY KNOW.
I protect my friends from the characters that want to eat them.
I love to eat mice.
We just moved to a new neighborhood.
My name means sausage in Spanish.
I help my friend cook dinner.
I am afraid of dogs.
We are very trusting.
I wish I had stayed home for dinner tonight instead of going to my friend's house.*

Ask questions to help them review the difference between realistic and fantasy in this story.

Tell your partner about the conclusion of the story.

Through: Deliver knowledge and language through intentional instructional strategies that scaffold conceptual and language learning.

- Presentation
Quick read the story if needed with a set purpose, different from yesterday's: IMAGINE HOW THE CONCLUSION WOULD BE DIFFERENT IF CHORIZO WAS NOT A DOG.

Ask predicting questions and questions regarding fantasy and realistic animal relationships.

- Practice
Sequence the events of the story (verbally or have pictures from the text photocopied).

Beyond: *Create opportunities for students to internalize and personalize conceptual knowledge and language to become part of the students' schema.*

- Application
Ask questions about the purpose of their listening. Ask them the possible conclusions if Chorizo was a mouse. What if he was a cat?

Refer to the objective.

Brainstorm with the class a list of possible animals Chorizo could be. Have students work in partners to rewrite the conclusion of the text using the graphic organizer. Students should work together but everyone should be writing their shared ideas on their own papers.

Post these instructions:

First, decide what animal the NEW Chorizo will be.

Then, write it on a post-it note. (prewriting strategy)

After that, discuss possible NEW conclusions and choose the best one. (prewriting strategy)

Next, explain your NEW conclusion with the teacher. (prewriting strategy)

Last, write and illustrate your NEW conclusion.

- Reflection
Ask students how well they used their imagination. Was that challenging? Easy? Is talking about their ideas easier than writing? Why?
- Review Concepts, Language and Objective(s)
Go back to objective to assess if it was met.

English Language Development Lesson Framework

Theme _____ Chato's Kitchen by Gary Soto _____

Topic _____ **LESSON 4** _____

Language Objective(s) _

1. Identify the differences between fantasy and realistic texts.
2. Write a conclusion about the effect of Chorizo's character.
3. Use your imagination to rewrite part of the text.
4. Read your conclusion with expression, fluency and volume.

Into: Prepare students to participate and learn in the lesson.

- Objective
Read your NEW conclusion in Author's Chair.
- Review Vocabulary
Have students identify what CHARACTER, FANTASY and REALISTIC mean. Have them describe characteristics of fantasy and realistic.
- Build Background
Have students explain what makes a good Author's Chair reader. (expression, voice, tone, rate, looking up, not hiding behind paper, sitting tall, etc.)

Tell someone that was not your writing partner about your NEW conclusion of the story.

Through: Deliver knowledge and language through intentional instructional strategies that scaffold conceptual and language learning.

- Presentation
- Practice
Give students ample amount of time to practice reading out loud.

Beyond: Create opportunities for students to internalize and personalize conceptual knowledge and language to become part of the students' schema.

- Application
Have partners read their Author's Chair together. Assess their reading on a rubric.
As each pair finishes, have the class decide if their writing was closer to fantasy or realistic animal relationships. Chart this on a T-chart.
- Reflection

Ask students how well they read in Author's Chair. Was that challenging? Easy? Why?

- Review Concepts, Language and Objective(s)
Go back to objective to assess if it was met.