



## **Exploring Bias, Culture and Me using Flipgrid® and Book Creator®**

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This curriculum unit is recommended for:  
All students in grades 1-5

**Keywords:** Bias, Stereotypes, Prejudice, Tolerance, Children’s Literature

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** 2020 has been a year unlike any other. A global pandemic, an economic recession, racial tension and politically fueled xenophobia have left many of us feeling unprepared, unsettled and uncertain about our role, our future and our position as American citizens. Even young students are aware of the racial, financial and personal safety tensions that surround us in this year of turmoil. This curriculum unit explores the ideas of cultural and racial differences in addition to learned bias and the role of tolerance. I designed the activities in this unit to help children understand that bias exists in every one of us. It is a part of who we are and it affects how we think and act. Everyone sees the world, in a unique way based on life experiences and family history. This unit does not seek to encourage children to change, nor to think of their bias as bad or good, the goal is to simply be aware that people don’t just look different on the outside, but that we perceive, believe and receive reality differently because of our history and who we are. In today’s climate of ethnic violence, racial demagoguery and Islamophobia, it is especially important to help children realize that personal actions without careful thought and consideration can lead to terrible consequences and great personal harm. Even young children can absorb the idea that it keeps everyone safer if we are tolerant of each other’s differences and recognize that opinion and judgements are based on bias. Ideally as we grow we learn to control for and self edit our thoughts and reactions based on what we know about our individually biased viewpoints.

*I plan to teach this unit during the coming year to 30 English Learners in first grade. These students are participating in an intermediate language proficiency, writing and speaking support class.*

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## **Introduction**

This unit seeks; through technology assisted role-play and age appropriate literature study, to illuminate bias as well as promote tolerance and kindness in young children. Additionally, these activities will grow self-awareness and personal confidence. This unit utilizes heterogeneous cooperative groupings and provides heavy language scaffolding through visual imaging, physical manipulatives, and teacher modeling. Lessons are further supported through concrete examples, analogies, picture stories, sentence frames, graphic organizers, iPad technology and interactive language applications such as Flipgrid® and Book Creator®. This unit is designed specifically for classrooms with a high percentage of novice to intermediate level English language learners, but can easily be adapted to be used with native English speakers as well.

Through hands-on, technology based interactive language projects and activities students will explore how we are all biased by our culture and personal histories, but at the same time interconnected through our common humanity. Teacher directed projects involving play-acting, artistic expression, technology supported writing tasks, read aloud stories and oral expression opportunities in a safe space to help students come to the conclusion that differences are not only normal, but what make us unique. It is expected that through this experiential approach to literature and character study, children will be able to empathize, and associate themselves with the main characters. Students will thus personalize the literature in such a way that it will forever remain in their memories and foster a positive change in behavior. At our school, oral language skills seem to lag behind listening skills due to a lack of opportunity. So in creating this lesson unit, I specifically sought to provide students a safe stage on which to verbally express their thoughts, desires and responses to new ideas. In doing so, I provide them with much needed practice in academic speaking, i.e. using linguistically complex and content specific language and structures in a respectful and collaborative manner.

This thorough exploration of self via multicultural literature makes the language and topic more personally memorable and relevant to the learner. By drawing upon research on Muslim experiences in the United States and centering children's literature that engages Muslim American experiences, this unit attempts to think through questions of diversity, race, and justice in new and productive ways that are not limited to the usual "Black and White" understanding of diversity that organizes most pedagogy on diversity.

## **Rationale**

Discussion and Text study during the CTI seminar, Narrative of Muslim Life in America, clearly illustrated how deep are the roots of ethnocentrism, xenophobia and racial-religious prejudice in our country. I learned how anti-Muslim sentiment and bias is bound up in the legacy of colonization, stereotypes of religion, racial bigotry, world politics and class hierarchy. As a society we have not yet conquered this history of racism, discrimination and hatred. It has become increasingly evident to see how this legacy affects all of us, but especially minority immigrants, especially those arriving with the least amount of privilege and cultural capital.

Muslim refugees, for example, especially those of African descent, battle anti-immigrant and anti-Muslim sentiment, in addition to systemic, institutionalized racism against those with dark skin. This bigotry against what is different or what is considered inferior is like an insidious underground river running through so many of our institutions. Attending this seminar led to a

growing awareness of how prevalent, deep and dangerous racial, religious, and cultural bias is in so many of our institutions. This seminar, teaching about the historical and present treatment and marginalization of Muslim Americans, showed me how bias was and remind as implicit and dangerous part of our mainstream society. Additionally this seminar showed me the arbitrary nature of stereotypes, racial definitions and ethnic assumptions. This information has inspired me to develop a unit on understanding the role that bias plays in our lives and the need for tolerance and compassion.

This unit is being taught in order to present and cover the aforementioned primary (K-2) grade level objectives as well as ESL/WIDA beginning level language of science, social studies and instructional objectives in an engaging and age appropriate manner. A key rationale for incorporating a personal response to this selection of literature is to allow not only a greater retention of the story and the attached lesson but also to provide affirmation and connection, especially for some of our most recent immigrants who are fleeing conflict and war in the middle East, South East Asia and Africa. Furthermore, this unit allows English Learners greater opportunity to practice and develop content specific oral language in a safe and structured manner. Role-play, oral expression and drawing for younger students, is the most natural and un-intimidating manner to express understanding of new content and language. Learning to discuss differences in opinion and beliefs in a respectful manner is especially crucial for students who are fleeing a culture of bigotry and intolerance and/or those who may be facing racial and ethnic intolerance in their new country.

Students growing up in the 21<sup>st</sup> century do not live in cultural isolation. As a global society we are becoming increasingly intertwined. As this CTI seminar has shown me, ethnic, linguistic, racial, religious and even geographic bigotry serve to marginalize and exclude entire groups of people. Such behavior must not be ignored but must be explicitly combatted. Research has shown that the legacy of this history of suppression and the arbitrary and political nature of favored versus un-favored groups of people over time affects not only economic opportunity but also affects self-worth and self-identity. As America enters the twenty-first century, the “melting pot” possibility is being questioned and its citizens are being asked to be tolerant and respectful of ever differing viewpoints and lifestyles. This has led to fear and anxiety, creating an ever-increasing sense of distrust, disillusionment, and resentment. This in turn has led to greater self-isolation, an increase in gang formulation, turf warfare, generational poverty and re-segregation i.e. self-segregation of schools. This unit of study is designed to combat some of these negative social and societal behaviors.

### **Key Goals and Objectives**

Student’s initial interest and “I want to know questions” for this unit are inspired by an interactive role-play that uses colored lenses and alternative response possibilities. This role play provides a concrete analogy that shows students how bias affects us subconsciously.

Students learn about feeling empathy and explore the concepts of inclusion and exclusion through a variety of technology facilitated oral and written responses to stories, such as “The Proudest Blue”, “The Name Jar”, “My Papi has a Motorcycle” and “Marisol McDonald Doesn’t Match,”. Students learn tolerance in learning how to accept differences as normal. They learn how to express and hear opinions in a respectful manner. Students use Flipgrid® and Bookcreator® to practice expressing personal preferences and information in a linguistically

clear, socially respectful and a non-threatening manner, both orally and in writing. Through a diverse selection of read aloud texts, students get to experience literature that they can personally connect to. They may choose to act out scenes from the stories or create their own personal videotaped response. Through oral response, play-acting and role reversal, students will gain a greater sense of tolerance and respect for what makes them and others unique.

## **Profile**

The setting for this unit is a crowded, Title I, Kindergarten through 5<sup>th</sup> Grade elementary school. This school and neighborhood were originally predominantly middle-class Caucasian with a sizable minority population of African American students. It has evolved in the past decade to hold a majority minority population, primarily Hispanic and African American. There is currently tremendous linguistic and ethnic diversity in the population, as the surrounding areas have become a hub for newly arrived immigrants and refugees. The school currently consists of almost 800 students. Title I means that a large percentage of the children attending this school live in families with incomes that are below the federal poverty line.

More than one-half of the children at this school are minority language speakers, and a good two third of these children are still limited in their English proficiency. There is a higher percentage of lower proficiency English language speakers in the primary grades. In grades K-2 most classrooms have a majority population of scholars who are beginning English language learners. The most populous language is Spanish, but as the area surrounding the school is also a hub for refugee relocation from strife-affected areas in Africa, South East Asia, the Middle East and Central America, there is tremendous ethnic and linguistic diversity, with the most current refugee resettlement coming from Central America, Myanmar and the Middle East. Many of these students are fleeing civil unrest and civil war. They understand firsthand the dire consequences of intolerance for those who think, live, believe or look different from those in power. The inclusion of students and families from around the globe really makes the unit come alive and supports the appropriateness and relevance of such a topic. While this unit is planned specifically for younger English Learners, it can easily be modified for older learners and native English speakers. FlipGrid® also supports a “Global Pals” component that allows for schools to interact directly with schools around the world. The key concepts of tolerance and respect for differences are timeless and beneficial for everyone.

## **Content Research**

Children are not born prejudiced any more than they are born with an affinity for Doritos and Twinkies. Prejudice behaviors just like food preferences are usually learned behaviors. Multi-cultural literacy texts are an ideal way to share and introduce children to cultural differences in an open and non-judgmental manner. Children easily connect to and naturally form comparisons when listening to stories. They are able to explore new or opposing ideas in a manner that is meaningful to them.<sup>1</sup> Experts in the field agree that awareness of, understanding of or even just familiarity with something “strange” and new is the first step towards developing empathy and tolerance. Everyone is safer when we recognize and accept the dangers of racism, prejudice and bigotry. Immigrants, especially those who have differing beliefs, appearances or behaviors are

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<sup>1</sup> Echevarría, Jana, Maryellen Vogt, and Deborah Short. 2017. *Making Content Comprehensible for English Learners : The SIOP Model*. Boston: Pearson.

especially at high risk if we fail in creating an inclusive and tolerant environment.

While all students from marginalized and persecuted communities benefit directly from literature that affirms their culture, language, and beliefs, this affirmation is especially important for students who are fleeing ethnic, religious or sectarian violence and conflict in their countries of origin. My students from Sudan, Syria, Afghanistan, and Myanmar, as well as the stateless Karenni on the Pakistan border are especially vulnerable to long term psychological and developmental concerns of cultural exclusion and prejudice.

Todd Green in his book, *The Fear of Islam*, speaks extensively to the topic of Islamophobia and how it affects the way that Muslims in America and around the world are currently perceived, treated and judged. Most appalling to me was the prevalence and distribution of negative stereotypes against Muslims, throughout American society, especially in popular media. In addition, Green speaks to the resulting exclusion, segregation and physical violence perpetrated against Muslim Americans simple based on fear of an ideology or a radical movement. The politics and rhetoric of today ensure that the Muslim-American citizens of tomorrow grow up feeling excluded, unwanted and misjudged.<sup>2</sup> Through this seminar it has become clearer to me that Islam shares more similarities to the Judeo-Christian beliefs that our country was founded on than not. It is a belief system which mirrors Christianity in its affirmation of goodness, kindness and compassion for others. The religion itself is not the source of conflict, but it is the manipulation and misrepresentation of ideas which allows individuals in power to condemn and hurt or to be condemned and hurt.

Iranian Americans are a clear example of the power of bigotry and intolerance to ostracize and marginalize. Neda Maghbuleh describes how a group of people are defined, segregated and placed in completely illogical categories based on nothing more than religious stereotypes and ethnic exclusivity politics.

John O'Brien discusses the human need for acceptance and the drive to be included in his book, *Keeping It Halal*.<sup>3</sup> As an educator I can confirm that beginning in preschool, young children, like the young men in his book, crave inclusion and seek acceptance from their peers. Children of immigrants often straddle two worlds, two cultures and two languages. They must balance the expectations and requirements of both in order to gain acceptance. It is often a harrowing and stressful tug of war. This becomes especially difficult when 'expected behaviors' contradict each other. Even though compromise is not always possible, it has been shown that a strong sense of self identity and self-worth is crucial to accepting the times when one may be excluded from one group of the other.

Moreover, my research has shown that children blossom and grow when in a safe welcoming environment, free from persecution and violence. Dorainne Levy and her colleagues hypothesize about and discuss the multitude of possible harmful side effects that people, especially children, may suffer when surrounded by stress and fear. Detrimental physical and psychological conditions can stifle and limit a child's true potential and their ability to grasp opportunities and

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<sup>2</sup> Green, Todd H. 2019. *The Fear of Islam: An Introduction to Islamophobia in the West*. Minneapolis: Fortress Press.

<sup>3</sup> O'Brien, John. 2019. *Keeping It Halal: The Everyday Lives of Muslim American Teenage Boys*. Princeton, New Jersey: Princeton University Press.

grow into a strong adult.<sup>4</sup> As a group, English Learners often find themselves straddling two distinct worlds. This adds an additional layer of complexity and additional hurdles to the demanding process of growing up in the twenty-first century. Students fleeing economic hardship, gang violence, persecution and war require extra support and acceptance, not just from well-meaning teachers, but most importantly from their classmates. They need to believe that it is ok to be different from their peers and still be included and considered “American.”

Similarly to the process I experienced in this CTI seminar, students, through creating, sharing and reflecting upon their own responses as well as the responses of others, acquire the skills and thought patterns needed to combat some of the destructive and intolerant pressures surrounding them. The goal of this unit is not to convince my students that everyone should be the same, nor to convince them to remove their “cultural glasses”. The lenses that we wear are a part of who we are and go with us everywhere. My goal instead is to teach young students that we all have unique lenses that affect the way we see things, experience life and react to events. I want them to realize that judgment and censure is affected by bias. Acting without consideration of possible differences can lead to bigotry, hatred and prejudice. While not explicitly taught, it is hoped that students will conclude that it is wrong to penalize or treat people unfairly because of their differences, external or internal. I hope to help children understand that our differences are a legitimate part of who we are as human beings. It is important for students living in a global society to recognize that, while we do not necessarily see things the same way, because we all wear different colored lenses, we can be tolerant of and have respect for all. I also want to help students understand and recognize that sometimes we make decisions and have behaviors based on fear of that which is different, or based on wrong “perceptions” due to our bias (lens color). They should come to realize that bias and prejudice can hurt others so we need to be very careful about the choices we make and the thoughts we have.

Our seminar, on the topic of being Muslim in the United States of America, has not only opened my eyes to the deep historical contribution of Muslims to our nation and culture, but also to the historical roots of exclusion in our country, especially in reference to Muslim Americans. The long term, intergenerational effects and insidious nature of anti-Muslim sentiment and Islamophobia are still a part of our institutions and politics today. This unit seeks to mitigate and control for some of the negative effects of such hostility.

## **Expansions**

Through discussion of differences: in families, in appearances, in food and in behaviors, students will express in multiple ways how they and their families are unique, how they in essence are different from others. Students will begin to explore the idea that people have different tastes, preferences, language, behaviors and belief systems. They will come to understand that different is normal and that different is ok. Even more importantly, they will be able to express in a tolerant manner how they are each different and how this is a part of who they are. Students will be encouraged during role-play and interactive technology assisted activities to celebrate their differences as well as their commonalities. Through their oral and

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<sup>4</sup> Levy, Dorainne J., Jennifer A. Heissel, Jennifer A. Richeson, and Emma K. Adam. 2016. “Psychological and Biological Responses to Race-Based Social Stress as Pathways to Disparities in Educational Outcomes.” *American Psychologist* 71 (6): 455–73. <https://doi.org/10.1037/a0040322>.

written responses to the target literature, children will learn how to discuss ideas and opinions in a culturally sensitive and respectful manner. Expansion activities, especially as students get older, can tag more specific and current experiences involving differences and division in the United States and Globally. Current events such as racial intolerance and bigotry, institutional racism, right to assembly and protest, as well as the subjective nature of political rhetoric are also valuable extension ideas.

An additional positive side effect and possible extension of delving through the pages of age appropriate multicultural literature, especially when conducted in a read-aloud, whole classroom experience, is the building and the solidifying of classroom unity. Mary Ann Hahn in her book, *Reconsidering Read Aloud*, shows very vividly how incorporating a read aloud time into the instructional day leads to a greater sense of class solidarity.<sup>5</sup>

## **Instructional Implementation**

### *Language, Children and Literacy*

Students engage with and orally discuss the topics within the target literature. Teachers support comprehension by building background, making connections and through careful use of visual aids, graphic organizers and language scaffolding. English Language teachers are aware that, even if children are currently in a ‘Silent period’ due to novice language proficiency, they do not come to us as blank slates. All children have prior experiences and cognitive skills in their first language: L1. By helping to establish and access cognitive hooks in L1, the process of learning the same skill in the second language: L2 is greatly simplified.<sup>6</sup> As educators of English Learners, we are explicitly aware of the need to foster all four domains of language use; speaking, listening, reading and writing. This falls right into line with North Carolina Common Core standards and a greater interest and accountability in making sure that children are doing more than simply sitting as complacent by-standers in the learning process. All students, regardless of their placement along the continuum of language acquisition, are accountable for being able to read, write, speak and listen to key educational topics and content. As teachers, we are held accountable by federal mandate, to ensure that L2 speakers are able to access the same content and develop these same skills as well.

In this unit, I strive to first illustrate how cultural and racial bias affects our perception of others and the world around us. Then I endeavor to feed the idea that our differences make us special, strong and unique. The following texts; “The Proudest Blue”, “The Name Jar”, “My Papi has a Motorcycle” and “Marisol McDonald Doesn’t Match” are presented as ‘read aloud’ stories to the whole group. These texts are the tool that sparks interest, questions and responses from students. The students, with teacher and family support, express orally, dramatically or in writing/drawing their thoughts on key cultural themes, such as appearance, name, religion/beliefs, language and family using kid friendly applications on iPads.

Through read-aloud and shared story experiences, children acquire stronger descriptive

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<sup>5</sup> Hahn, Mary Lee. 2002. *Reconsidering Read Aloud : A Time for Teaching and Learning*. Portland, Me.: Stenhouse Publishers.

<sup>6</sup> Beck, Isabel L, Margaret G Mckeown, and Linda Kucan. 2013. *Bringing Words to Life : Robust Vocabulary Instruction*. New York: Guilford Press.

repertoires and become better able to describe their needs and wants as well as many other items in English.<sup>7</sup> Students are able to use creative role-play and re-enactments to sequence the steps involved in debating differences of opinion in a safe, tolerant and respectful manner. Students are able to respond to text-based information. Through teacher and technology presented language scaffolding, i.e. sentence frames and visual scaffolding; students are able to talk about self and others. They are then able to discuss how we are the same and different in a sensitive and reflective manner. Students get to evaluate what they learned; they discuss real and fake, as well as kind and unkind. Students work individually and in cooperative groups to create multiple Flipgrid® video blogs as well as create their own experiential journal in Book Creator®.

### *Preparation For and Outline of Unit*

A few days prior to the launch of the unit, it will be helpful for the facilitator/teacher to create an opportunity for students to experience how bias affects our thoughts and actions.

First, Teachers will need to use the attached template to create cardboard cutout glasses. Teachers then need to tape a piece of red, yellow, or blue colored plastic overlay/cellophane to the cardboard cutout of the glasses. Divide the students into three groups and make enough of each color so that all students have a pair of cardboard glasses with a specific colored lens to wear. Second, give students a pair of colored glasses. Position the students so that they cannot see each other's responses or discuss the answers. Teachers create a slideshow with a different colored circle or basic image on each slide. Use only the primary colors, red, yellow and blue. If a Nearpod®, Book Creator® or PearDeck slides® are used, students can indicate their response either orally or in writing directly in the presentation. Additionally, standard Google slides or a PowerPoint can be used and students then indicate their response on a paper response sheet.

Students are directed to look at the pictures in the slide show while the teacher tells them that they may not remove their glasses or look from beneath them. The students indicate what color they see "perceive." After all the slides have been shown, the teacher then presents the correct "answers." None of the students should have all three answers correct. The teacher asks how come everyone did so poorly and no one got 100% correct? Allow the students to conclude that the tint of the lens affected what color they saw. Allow them to realize that different groups saw different colors based on their lens. Discuss why this is and how it was impossible to see the colors exactly as they were.

Now, draw the analogy to bias. Tell students that cultural bias is like the lens in their glasses. Make sure to explain that it is not necessarily bad or good, but that bias is just a part of us. Explain that unlike the glasses, bias cannot be removed. It shades and affects everything we see. Help students begin to grasp the idea that bias becomes harmful when it causes us to make unfair, unjust or unfounded choices, actions and laws. Encourage students to think about how we can be more aware of our different bias' and how we can "teach" or train our minds to see things in a clearer, less judgmental light.

You can adjust this preliminary activity to best meet the needs of your group. The unit can also stand-alone without it, but it is a real eye-opener to most students and a good number of

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<sup>7</sup> Elizabeth Claire Venn, and Monica Dacy Jahn. 2004. *Teaching and Learning in Preschool : Using Individually Appropriate Practices in Early Childhood Literacy Instruction*. Newark, De: International Reading Association.



teachers as well.

### *Strategies for Teaching Vocabulary and Cultural sensitivity*

Even as an ESL teacher with twenty years of experience I am repeatedly bowled over by academic or content specific vocabulary gaps I discover in even my higher language proficiency students. In my experience consistent, constant exposure and re-enforcement of new vocabulary, through reading, casual conversation, hands on usage and direct explicit teaching are all useful. Research stipulates that a child needs to come into contact with a new word/concept at least seven times before it is acquired. There is growing recognition that all children, not just English Language learners, who have weak vocabulary skills suffer significantly later on in their academic careers and life options as the gaps and holes become more and more noticeable.<sup>8</sup>

In a similar fashion, acceptance of differences, tolerance and dangers of prejudice must also be presented multiple times and in many different contexts. Likewise, a deficit in the ability to understand, navigate and accept diverse peoples, diverse behaviors and diverse beliefs will hinder students in their future career and life goals. In this unit, children acquire new vocabulary, and expand reading and writing skills while simultaneously acquiring new social skills and promoting character education. Students begin to understand what opinions are, how powerful they can be and how bias and prejudice affect us all socially and psychologically.

### *Cooperative Group Roles*

Cooperative group work is ideal for a linguistically diverse class, but norms of expected behavior and procedure must be explicitly practiced and taught to students prior to the launch of any instructional unit. Take the time to practice with some cooperative team building activities, prior to employing this unit if your students are unfamiliar with cooperative groups.

Cooperative groups should be heterogeneous and carefully constructed by the teacher. Ideally you would want one to two strong student(s), two medium level students and one to two weak student(s) in each group. You'll also want to watch for personality or behavioral conflicts and adjust accordingly.<sup>9</sup> If you have students with shared language background you can decide to pair a low proficiency student with a higher proficiency student who has the same language, but I would recommend against over utilization of a language buddy as it can overwhelm even the brightest student and low proficiency students quickly fall into the habit of attending more closely to their buddy and awaiting a translation for everything. Thus, they pay less and less attention to the teacher and/or instructional facilitator and their English language acquisition can stagnate. As a teacher with language minority students in your classroom, it is imperative that you try and find a balance between the right level of challenge and competence. Stephen Krashen, a widely respected linguist, puts it this way in his theory called the Input Hypothesis or  $i+1$  hypothesis. He states that ideally students learning a new language should be presented with material that is just slightly beyond that which they already possess. Thus "i" represents the language they already know and + 1 being just one step beyond. The appropriate leveling of language paired with the opportunity to acquire and practice ever increasing levels of language

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<sup>8</sup> Echevarría, Jana, Maryellen Vogt, and Deborah Short. 2017. *Making Content Comprehensible for English Learners: The SIOP Model*. Boston: Pearson.

<sup>9</sup> Kagan, Spencer. 2007. *Cooperative Learning*. Heatherton, Vic.: Hawker Brownlow Education.

works to assure that each child can and will learn at their current developmental stage.<sup>10</sup> As a teacher it is a challenge to pair this need against the ever present sense of frustration and emotional shut-down (affective filter) that every language learner bumps into. For the teacher new to working with English language learners, a quick cheat sheet is available in the form of WIDA® Can Do Descriptors. I have put a copy of this document in the appendix. However, as no two language learners are the same, there is no easy solution other than to know your students as well as possible and remain vigilant and watchful for signs of language-based difficulties.

In cooperative groups, roles or tasks divided amongst the team members in each co-operative group can be, but are not limited to; Facilitator, Recorder, Reporter, Materials Expert, and Model. The facilitator's main job is to keep all group members on task and progressively moving towards the end goal. I generally design a simple and clear rubric for each assigned task so that the facilitator can check off items as they are completed. For younger children, ELLs or emergent readers using clip art in addition to words simplifies comprehension of rubric-based tasks greatly. Facilitators are required to understand the task well enough so that they are able to explain/facilitate instruction of it to the others in their group. The recorder is the student who physically takes written notes, completes the rubrics and/or writes out the conclusions or joint findings from the group. The reporter will usually orally present information, conclusions or results to other groups, the teacher or to the entire class. The material's expert's task is to gather and return all required materials for the group, i.e. scissors, glue, and papers. The model works together with the teacher to provide a physical, hands-on, visual model for the activity prior to starting and may be called upon to re-model if confusion emerges. Co-operative group roles should rotate amongst all students in each group. Not necessarily during the completion of an individual task but throughout the unit. Low students should not permanently be the material experts and high students should not endlessly remain the facilitator. With materials and rubrics appropriately modified for low proficiency English speakers and occasional language buddies, even newcomers can facilitate a group task. As a teacher you will need to consciously pick and choose when it is appropriate to have which students in which roles. I like to provide name tags (placards on a string to be worn around the neck) for the individual roles so there is little confusion as to who is doing what on a particular day. I also have posters displayed around the room that remind the children what each role is required to do and of our cooperative group norms, i.e. rules and regulations.

### *Strategies for Involving Parents*

I've found, since we are only with students a part of their day, it is extremely helpful to bring parents in on the action. Parents of English Learners are often at a disadvantage because their families may lack the understanding and knowledge of cultural and academic expectations in their new country. Meeting these expectations will help their children to succeed. This knowledge is called cultural capital and our CTI seminar showed us how many minority communities are effectively marginalized due to the fact that they have differing cultural and academic expectations.<sup>11</sup> Educational requirements, academic needs and essential skills are ever

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<sup>10</sup> Krashen, Stephen D, and Tracy D Terrell. 1995. *The Natural Approach: Language Acquisition in the Classroom*. New York: Phoenix

<sup>11</sup> Moustafa Bayoumi. 2015. *This Muslim American Life : Dispatches from the War on Terror*. New York: New York University Press.

evolving. It is wise to explicitly show and teach parents what they should know about grade level expectations and future skills required to succeed.

Communication behaviors are one such skill that should be explicitly modeled. In our culture of collaboration and group work, the ability to discuss subjects in a deep and respectful manner is crucial. I explain to my student's parents as often as I can, that I constantly talk to and with my children. Not only does this build up language and vocabulary but also I have the opportunity to impact and discuss cultural and personal values. If we are driving home from a grocery store I consciously hold a running conversation of what all we saw there and ask about their perceptions or opinions. Sometimes, it is quite random and sometimes, I'm sure my kids have stopped listening, but still I continue to talk to them while I prepare a meal or assist with homework. I try very hard to impress upon my parents that they must do the same; they must sometimes take away/turn off the TV and computer games and talk to and with their children, beyond giving directions and commands. They must give Cartoon Network the night off and discuss with their children what they are doing as they fix dinner, where the recipe came from or who they learned it from etc. My training as an educator has taught me that communication is vitally important to their child's linguistic development and future academic success.

My CTI seminar, exploring the difficulties Muslim Americans have had integrating into and being accepted by American society, has shown me how essential the knowledge of one's native cultural heritage and language is for future wellbeing and a healthy sense of self identity.<sup>12</sup> No one, other than a child's immediate family, can better share their unique history, their journey and their traditions. Parents of English Learners are often afraid of somehow hurting their child's chance to "become American" by speaking their native language or sharing their cultural values, but nothing could be further from the truth. We are all aware of the amazing gift of mental elasticity that allows our children to learn and manipulate languages effortlessly, but we must give them the opportunity to practice and learn about differing and complex ideas, viewpoints and customs. It is the same with tolerance. Children who are repeatedly exposed to different kinds of people, different ideas, diverse lifestyles, languages and religions, not only grow up more open minded and tolerant of those who are different from them, but they also grow up more secure and confident in their own set of values and beliefs.<sup>13</sup>

Research shows that children require constant exposure to rich and deep language. Playing twenty games of *Lego Star Wars* back to back, while engaging for the little guys, will not provide the rich language exposure that reading and discussing a book or a family tradition or a religious belief with a family member will. For the parents who argue that they don't speak English, I argue that 'talk', i.e. discussions aren't specific to English. If they'll build up their child's native language repertoire, and cultural repertoire, this will help them make connections when they learn similar concepts in English. For example, a child who knows the names for colors in Spanish easily learns the English words. It is the child who doesn't yet have the labels, or concepts in their native language who struggles to learn these things in a new language<sup>14</sup>. A

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<sup>12</sup> O'Brien, John. 2019. *Keeping It Halal: The Everyday Lives of Muslim American Teenage Boys*. Princeton, New Jersey: Princeton University Press.

<sup>13</sup> Powers, P. K. 2005. "Cultural Property and Student Identity in the Multicultural Classroom." *MELUS: Multi-Ethnic Literature of the United States* 30 (2): 49–64. <https://doi.org/10.1093/melus/30.2.49>.

<sup>14</sup> Hulk, Aafke, and Elizabeth Van Der Linden. 1998. "Evidence for Transfer in Bilingual Children?" *Bilingualism:*

child without a strong native language and home culture foundation will be unsure and confused when faced with opposing cultural beliefs and traditions. So much treasure is lost when parents fail to share their cultural heritage in language, as passed down in songs, poems and oral stories. As a multicultural and multilingual society, we must help families understand that everyone has value, regardless of whether they speak English or whether they are literate. Families do not have to give up their history and language to embrace their future as Americans.

### *Teaching Strategies*

Cooperative groups, turn and talk, read aloud, anchor charts, language amplification and scaffolding, peer review, rubrics and iPad applications

*Cooperative Groups:* At many points students will work in cooperative discussion and support groups while analyzing and working on their response to the mentor text. The purpose of these groups is to provide language and task support as well as accountability and class cohesion.

*Mentor Text Read Aloud:* Using mentor texts as read alouds can allow fluent reception of the language, as well as teacher facilitated introduction to key topics and big ideas. The mentor texts I used include:

- *Marisol McDonald Doesn't Match* by Monica Brown
- *The Name Jar* by Yangsook Choi
- *The Best Part of Me: Children Talk about Their Bodies in Pictures and Words* by Wendy Ewald,
- *The Proudest Blue: A Story of Hijab and Family* by Ibtihaj Muhammad
- *My Papi Has a Motorcycle* by Isabel Quintero, and Zeke Peña

*Rubrics:* Teachers create rubrics for specific groups as well as use those embedded in the FlipGrid programming in order to guide and evaluate their own and each other's language projects.

*Technology Applications:* The primary students in this particular school use iPads as their technology support device, however the majority of the technology applications in these lessons are available in multiple operation systems and on any device with Internet availability. The Mentor Applications used are:

- *Book Creator app* by Dan Amos
- *Flipgrid app* by Charles Miller
- *Chatterpix app* by Duck Duck Moose

*Anchor Charts:* Following G.L.A.D. strategies The teacher will provide language and content knowledge support by covering the walls with anchor, comprehension and comparison charts. They will always be available for students to use as they complete their language projects.

## Lessons/Activities

### Topic 1- Day 1: Our Names

*Focus & Review:* Present the story "[The Name Jar](#)". Use a Big Book, or a document camera attached to your Smart Board® or a LCD projector so that each child can see the pictures clearly. Read, point, show, clarify and elicit a verbal response from the children regarding their names and possible meaning or family significance. Provide language scaffolding for lower proficiency English language learners by having picture dictionaries, word banks and translation buddies handy. Help the children quantify their responses by providing some basic descriptive terms (with visual/graphic illustration) to describe feelings.

*Connect:* Ask students what they would do if no one could pronounce their name correctly, or made fun of it. Ask if anyone has had a similar experience. Discuss, how the character's thoughts and reaction to this problem changed throughout the story.

*Guided Practice:* Help the children begin the creation of their journal's, created using the "Book Creator®" app. Model steps one at a time. These journals function similar to an ALL About Me book, but are electronic and are meant to carry reflections for all target stories. Students create the cover page by writing, \_\_\_\_\_'s Journal. They choose a font and color for their name. They choose how they wish the pages to look. On the first page, they may write, draw or record the sound, story, and or meaning of their name. Make sure to provide template pages, sentence frames, or language starters for lower proficiency ELs and those children just learning to read.

*Independent Practice:* Students follow the anchor chart and work in a cooperative group while personalizing the cover of their electronic book and adding a page about their name..

*Conclusion & Summary:* The reporter for each table/cooperative group reports out the tally of how many children finished creating the cover and first page of their ebook. Points are rewarded and students may volunteer to share their book page/cover with the class.

*Assessment:* (Ticket out the Door) Each child orally shares with the teacher or a peer the phrase "The book we read today talked about....."

### Day: 2 Our Names

*Focus and Review:* Re-read or summarize (with picture for novice ELs) the story "[The Name Jar](#)". Have children act out portions of the story. Make sure to incorporate lots of gestures and voice inflections. It is especially important for ELLs to become aware of the prosodic features of English. Ask the children to greet each other by name and count the syllables in each other's names.

*Guided Practice:* Have ready the Flipgrid Discussion board & sign in code. Teachers create each discussion topic in the FlipGrid Topic Board/Blog prior to instruction. Teachers might use questions such as these:

- Show me your rainbow name.
- Who gave you your name?
- Why that name?

- What do you like to not like about your name?
- If you chose another name for yourself, what would you choose?

Have children move into their cooperative groups and ask for group ‘models’ to come forward. Provide groups a name color sheet to work on independently. Present in a small group to the team/group models how to open the Flipgrid app, to type in the join code and how to record, save and submit the video. Once the models have practiced with the teacher, they are sent back to their groups to help their classmates join the discussion and create a topic video.

*Independent Practice:* Students use the Flipgrid app on their device, or go to Flipgrid.com They use the join code provided by the group modeling student to enter the topic. They can click the speaker to hear the questions or ask the facilitator at their table for help. Facilitators make sure that all of the videos are submitted. Students may need to separate out, use headsets with mics or use the hallway when recording so that voices do not overlap.

*Conclusions and Summary:* Once students are finished, direct them to watch 3-4 videos of their peers and complete a peer response form. After all groups have had time to create their oral responses to topic 1 (names) in FlipGrid®, the reporter verifies that everyone at their table completed a video and points are rewarded.

### Day 3 - Character Traits: Physical and Internal

*Focus and Review:* Greet children and ask them what they like best about themselves. Present the story [“ Marisol McDonald Doesn’t Match”](#). Use a Big Book, or a document camera attached to your Smart Board® or a LCD projector so that each child can see the pictures clearly. Read, point, show, clarify and elicit a verbal response from the children regarding their traits (physical and character) and meaning of common adjectives used to describe people.. Provide language scaffolding for lower proficiency English language learners by having picture dictionaries, word banks and translation buddies handy. Help the children quantify their responses by providing some basic descriptive terms (with visual/graphic illustration) to describe the character in the story and each other. Teach the word ‘unique’ and compare to ‘special’ and different. Talk about stereotypes, teach the meaning of positive and negative. Discuss how they can be misleading.

*Guided Practice:* Have students turn and talk to a partner. Use these or similar prompts to describe:

- What is unique about you?
- What part of you do you like best?
- What is a Stereotype?
- Can a stereotype hurt someone, how?

In the Book Creator Journal find the page - ‘What makes me unique. The teacher orally and visually models the task with the group modeling student (remember that this student should be rotated out so many students get an opportunity to be the group model). Then provide permanent written and visual directions in an anchor chart to students on how to use the camera, magic pen

and text feature in the app. Students should use a group buddy to make a full length picture of each other on their Book Creator page. Following this students use the magic pen to draw what they like to do and then label it. Have an anchor chart for words and pictures of common activities kids like to do. Remember to use the collaborative grouping as a support for lower proficiency students. Award points to models and facilitators as they go back and direct their groups. Award points when everyone in the group has a partner, takes turns to take the pictures and helps each other to remember to look at the anchor chart and to label using the text feature in Book Creator.

*Independent Practice:* Students continue to work independently within their groups with the iPads to make a picture of themselves Then they draw, and write labels and sentences to show the unique things they like to do, eat and/or play.

*Summary & Assessment:* Students may volunteer to share their book creator pages with the class or a peer.

*Ticket Out the Door:* Tell one thing that made the character in the book unique.

#### Day 4: Traits - Physical and Personality Characteristics

*Focus and Review:* Remind students about how we read a book about a girl named Marisol and how she was unique. Review what stereotypes are and how they can be harmful if like bias we give them too much power and control over our actions and decisions.

*Guided Practice:* Present and Read all or parts of the picture book, [“The Best Part of Me”](#)

Reflect on how we are each unique like Marisol and we each have talents and parts of us that we really like. Allow for students to share out what they consider, “The Best Part” of them. Create an anchor chart with some ideas and sentence stems/frames. Tell the student that they will now return to the class discussion board on flipgrid and create a new topic video. This time, they will point to and talk about the ‘best part of me’ and why. What can that part do or what can you do with it? Use this sentence frame (or something similar)

- The best part of me is my \_\_\_\_\_ because I can \_\_\_\_\_ with it.

*Independent Practice:* Students work in their cooperative groups to create a video in Flipgrid. Following the creation, students are asked again to watch 3-4 videos from their peers and complete the peer review sheet. Peer review sheets are handed out to the authors and points are rewarded for completion and kind opinions.

*Summary and Assessment:* Explain to students that opinions are thoughts and ideas that we have about other people and other things. Explain that opinions can be kind or unkind, but that we are going to focus on kind opinions. Students look over their peer review sheet, think back to the videos they watched and volunteer a positive opinion about a peer’s video.

#### Day 5: Family and Neighborhood

*Focus and Review:* The teacher shares and reads aloud the Mentor Text: *My Papi Has A Motorcycle*. Teachers facilitate a discussion about neighborhoods, families and homes. What they are, how they are different, why they are important. The teacher models with the collaborative group student models how the the Chatterpix app works by taking a picture of something in their own house, neighborhood or school and animating it using the Chatterpix Kids App. Other students are given the assignment to draw and label places in their neighborhood (like a map).

*Guided Practice:* In small collaborative groups, students talk about the term ‘unique’ and discuss the things that make their home and their neighborhood and their family special. They brainstorm about what different things around their neighborhood would say if they could talk. Student models follow the teacher example and show their peers how to use the ChatterPix Kids Application on their iPads. Student may take a picture of their drawing of an inanimate object, such as a store, a park, a playground, tree or fence and then animate it. Optionally they may take a photo of an actual object in their community, home or school. Then using first person point of view, students record themselves expressing what they think that object might say about the house, the neighborhood or the family if it had thoughts and could talk.

*Independent Practice:* Student combine Book Creator & ChatterPix: After recording and animating the Chatterkid project, students download it as a video onto their iPads. Following this, Students upload it into a page in their journal as well as into a shared collaborative class book. Students may optionally add written commentary once the video in in the Book Creator journal.

*Summarize & Assessment:* Students view and use teacher provided constructive critiques, such as “It would help if you spoke louder” or “Remember to hold the iPad steady to get a clear photo” when necessary to comment on each other’s projects that have been uploaded into the collaborative book. They may also practice using “positive” responses. Additionally students may be asked to evaluate their own completion of targeted skills using a kid friendly rubric.

#### Day 6: Family and Neighborhood

*Focus and Review:* Reread the Mentor Text: “My Papi Has A Motorcycle”. Take some time to describe the things the characters notice and see in their neighborhood. How do they look, sound, smell, taste and feel?

*Guided Practice:* Provide an anchor chart and model how to use adjectives to describe places, people and things around the neighborhood, the house and the school in the book as well as the one where the students live.

*Independent Practice:* Students work with a collaborative partner to complete a graphic organizer describing how things in their neighborhood look, smell, sounds, taste and feel. Students practice reading and orally presenting or acting out their descriptive sentences. Following this, students use Flipgrid and their organizer to create and narrate/perform a short video description “tour” of their home, their neighborhood or their school.

*Summarize & assessment:* The teacher uses a Flipgrid rubric to check for specific language skills



such as the use and placement of adjectives and the use of complete sentences when viewing the Flipgrid videos. Students are always encouraged and able to view their peers performances/videos. There is a feature on Flipgrid that allows teacher preview prior to publishing if students have difficulty following directions or posting only class appropriate content.

### Day 9 – Family, Religion, Beliefs, and Customs

*Focus and Review:* Teacher shares and reads aloud the Mentor Text: “The Proudest Blue”. Teachers can bring in an hijab, or other cultural, religious or traditional clothing artifacts to share with students. Teacher facilitates a discussion about family, religious and cultural traditions. Students in their collaborative groups do a write(or draw) around, where each student adds a family tradition or idea to the collaborative list. Following this the class discusses, what traditions are, how they are different, why they are important.

*Guided Practiee:* The teacher presents a model book creator page where an emoji mosaic, google images or family items/photographs that represent the character’s family and religious traditions to the entire class. Students watch as the teacher use a narrative chart to illustrate and talk about different cultural, religious and traditional clothing traditions from around the world, such as the wearing of a Hijab, a Kippah, a Sari, a Kimono, a Kilt, a Serape, a Huipil or an Agbada.

*Independent Practice:* Students work in their small groups to discuss their own family traditions and possible cultural clothing. They draw and write out their sentences, using a sentence frame or language model in their own book creator page. Then they may choose to upload google images, create an emoji collage, use family pictures or to take photos of actual traditional items/clothing in their home/community. (may require that students take their devices home or bring in photographs the following day).

*Summarize & assessment:* Students use inside/outside circles to share and discuss each other’s pages and traditions. They practice stating opinions and eliciting more information by asking respectful questions. Remember to have an anchor chart and model expected language use.

- I think that a \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.
- To me, a \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.
- I would like to know \_\_\_\_\_.
- Could you tell me \_\_\_\_\_.

### Day 10 – Family, Religion, Beliefs, and Customs

*Focus and Review:* Reread the Mentor Text: “The Proudest Blue” . Take some time to describe how the characters’ feelings change through out the book and why. . Explain that just like the main character in the story, our feelings change too. Talk about how our feelings are influenced by what others say and do as well as by how one thinks about oneself. Remind them of opinions, bias and kind words vs. unkind words.

*Guided Practice:* First orally model with the group facilitator in front of the entire class how to give and receive a compliment. Talk about the American cultural expectation of looking at each other when conversing. Brainstorm some appropriate phrases describing happy feelings and sad feelings using circle maps.

*Independent Practice:* Now ask the students to look at each other's "tradition pages". Students are directed to say something kind about what you see so that their peer feels happy. Students respond back appropriately with polite words. Students are placed in triads. They practice this back and forth for a few minutes, and then they take turns one student filming in the FlipGrid discussion board, while the other two students give and accept a compliment about their traditions. Remember to expand comments by using a 'because phrase' to express why. Older students may be able to role-play negative exchanges, however I do not recommend such role play for primary students as they still blend reality and fiction and hurt feeling may ensue.

*Summarize & assessment:* Groups watch each other's performances and use a student friendly Flipgrid rubric to evaluate each other's work. Remember to create the rubric in Flipgrid prior to student recording.

*Ticket out the Door.* Tell me about one tradition you found interesting during this unit and why.

## **Resources**

### *Materials*

Anchor Chart Paper  
Projector or Smart Board  
Markers  
Mentor Texts  
Ipads or other similar device  
Uploaded Applications or Links  
Sentence Strips  
Cultural Artifacts  
Photographs, Drawings or links to Visuals

### *Recommended Mentor Texts*

Brown, Monica, et al. *Marisol McDonald Doesn't Match*. Library Ideas, LLC, 2018.

In this story a bilingual girl of Peruvian and Scottish ancestry who has her own unique style questions why she has to be like everyone else.

Choi, Yangsook. *The Name Jar*. Zaner-Bloser, 2013.

In this story, a young Korean girl struggles to be confident in her name when other students are unable to pronounce it correctly or when other students tease her about it.

She thinks that she needs to select a new name and her classmates help. In the end she selects her own name because it is special and unique to her.

Ewald, Wendy. *The Best Part of Me: Children Talk about Their Bodies in Pictures and Words*. W. Ross MacDonald School Resource Services Library, 2011.

In this photo story, children take a picture or and write with authentic poetry about what they consider to be the best part of their body.

Muhammad, Ibtihaj, et al. *The Proudest Blue: A Story of Hijab and Family*. Andersen Press Ltd, 2020.

In this text, two sisters are beginning a new school year. The older sister is wearing a hijab for the first time. She selects a sky blue color and the narrative is told through the eyes of her younger sister who feels that her sister is like a queen and she is hurt and upset when other students tease or speak negatively about her big sister's hijab.

Quintero, Isabel, and Zeke Peña. *My Papi Has a Motorcycle*. Kokila, 2019.

This story portrays a ride through an historically hispanic neighborhood in California. The main character points out places of meaning to her and shows the warmth and inclusion of family and community.

## Appendix 1: Implementing Teaching Standards

This unit covers WIDA Standard #1: Social and Instructional Language, specifically the students will speak, write, listen to, and read about self and others and corresponding social behavior. This unit covers WIDA Standard # 4: The language of Science, specifically the five senses of sound, touch, taste, sight, and smell. This curriculum covers WIDA Standard # 5: The Language of Social Studies, specifically food, friends, and cultures. The Common Core: 1<sup>st</sup> Grade Language Arts standards that are incorporated into this unit are as follows:

RL.1.1 - Ask and answer questions about key details in a text.

RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.3 - Describe characters, settings, and major events in a story, using key details.

RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.CCR.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

SL.1.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.6 - Produce complete sentences when appropriate to task and situation

L.1.1.f - Use frequently occurring adjectives.

L.1.1.j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

W. 1.5 Participate in shared research and writing projects.

W. 2.4 Write opinion pieces on topics or texts, supporting a point of view with a reason.

W.2.4

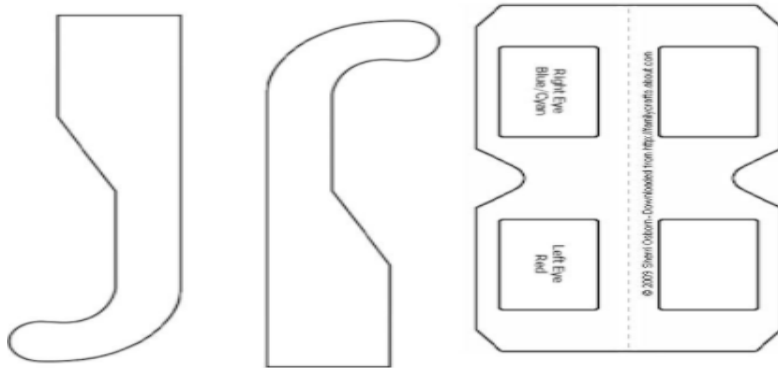
With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others

## Appendix 2: Resources Needed

Glasses Template:

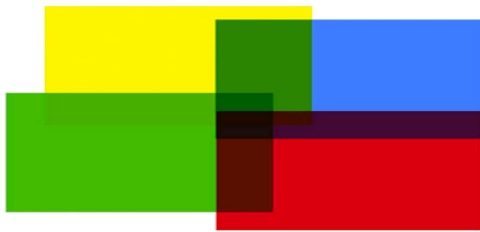
<https://images.app.goo.gl/RoBxmipyUC8Ykkc36>

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Transparent Color overlay:

[https://www.amazon.com/Hygloss-Products-Primary-Colors-Squares/dp/B01MYBYTB2/ref=sr\\_1\\_1?dchild=1&keywords=plastic+transparent+yellow+roll&qid=1592938515&sr=8-1#](https://www.amazon.com/Hygloss-Products-Primary-Colors-Squares/dp/B01MYBYTB2/ref=sr_1_1?dchild=1&keywords=plastic+transparent+yellow+roll&qid=1592938515&sr=8-1#)



## Wida Can Do Descriptor:

<https://wida.wisc.edu/teach/can-do/descriptors>

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching

\*denotes W-APT scores

Figure 5M Can Do Descriptors for the Levels of English Language Proficiency, PreK-12  
For the given level of English language proficiency, WITH SUPPORT, English learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Strategies to Incorporate Language
<b>L</b> <b>i</b> <b>s</b> <b>t</b> <b>e</b> <b>n</b> <b>i</b> <b>n</b> <b>g</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Stand Up-Sit Down</li> <li>Thumbs Up-Thumbs Down</li> <li>Verbal Directions</li> <li>Response Group</li> </ul>

<b>S</b> <b>p</b> <b>e</b> <b>a</b> <b>k</b> <b>i</b> <b>n</b> <b>g</b>	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH-(who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH-questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retail stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	<ul style="list-style-type: none"> <li>Carousel</li> <li>Think Pair Share</li> <li>Role Play</li> <li>Inside-Out side Circle</li> </ul>
<b>R</b> <b>e</b> <b>a</b> <b>d</b> <b>i</b> <b>n</b> <b>g</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main idea</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting</li> <li>Visualizations</li> <li>Jigsaw</li> <li>Gallery Walk</li> </ul>
<b>W</b> <b>r</b> <b>i</b> <b>t</b> <b>i</b> <b>n</b> <b>g</b>	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones or narrative texts</li> <li>Compare/contrast information</li> <li>Determine events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/genre of writing</li> </ul>	<ul style="list-style-type: none"> <li>Illustrated Word Walls</li> <li>Graffiti Write</li> <li>Sentence Stems</li> <li>Graphic Organizers or Thinking Maps</li> </ul>

## Applications Needed

Flipgrid App:



<https://info.flipgrid.com/>

Book Creator App: <https://bookcreator.com/>



Chatterpix Kids:

<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpixkids/>



### Appendix 3: Examples of Teacher created Materials

Sample Teacher Rubric - to evaluate independent student work

<https://docs.google.com/document/d/1Svw64tKxQyk-aWBqVNZN XU2XPh97GNjaCoOpBI0Dxck/edit?usp=sharing>

Categories	10	8	6	4
Oral Language Usage -Fluency	Student spoke fluently, with good intonation, volume and confidence	Student spoke with basic fluency. A few pronunciation errors. Good intonation &, volume.	Student spoke haltingly .Pronunciation errors or volume make oral language hard to understand.	More practice is needed. Student either didn't speak, spoke only after a prompt or was mostly incomprehensible
Meaning, context & comprehension	Student used the teacher model, then was able to elaborate and add more original language.	Student followed the teacher provided model and completed all required sentence stems	Student followed some models and completed most, but not all sentence stems correctly	Student did not follow the model and meaning was difficult to follow.
Writing conventions/ Grammar i.e. capitalization & end punctuation	Student used correct punctuation throughout. All Targeted grammatical skills were present and correct.	Student used mostly correct punctuation throughout. Most targeted grammatical skills were present and correct	Student used some correct punctuation throughout. Some targeted grammatical skills were present and correct	Very little attention is paid to conventions and none of the targeted grammatical skills are evident.
Vocabulary & theme (Where, who & what)	Student used 10 or more targeted vocabulary words	Student used 8 or more targeted vocabulary words	Student used 6 or more targeted vocabulary words	Student used 4 or more themed vocabulary words

Sample Student Rubric- to evaluate independent Student work

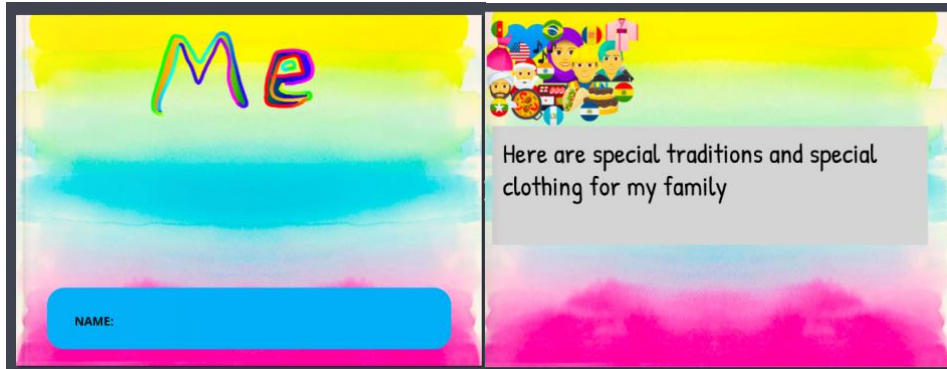
[https://docs.google.com/document/d/1Vn1hcjBHjWbEGjhfilesu\\_nkfNeLM8Rib6WojjnROaYY/edit?usp=sharing](https://docs.google.com/document/d/1Vn1hcjBHjWbEGjhfilesu_nkfNeLM8Rib6WojjnROaYY/edit?usp=sharing)

Student Rubric (Primary or Novice Language Speakers)

Name:			
Grade/Class Level			
I finished my project. <b>completion</b>	excellent, very good	Satisfactory, ok	poor, not good
My writing and/or my speaking make sense. <b>comprehensible</b>	excellent, very good	Satisfactory, ok	poor, not good
I worked hard and made it look/sound good. <b>aesthetics</b>	excellent, very good	Satisfactory, ok	poor, not good
I used the target words my teacher gave me. <b>Vocabulary</b>	excellent, very good	Satisfactory, ok	poor, not good
I followed the model and completed the correct page/discussion grid. <b>Directions</b>	excellent, very good	Satisfactory, ok	poor, not good
I used my best language, my best voice and spoke in full sentences. <b>EL learner elements</b>	excellent, very good	Satisfactory, ok	poor, not good

Sample Book Creator Journal

<https://read.bookcreator.com/h9tknFEyemSwHYe7LsQubOmvTOi2/aEmXWR-ERCWrNJzTEjeRbA>





## Appendix 4: Technology Directions and Information for Teachers

1. Directions for Creating Expressive Language Projects (especially for the youngest learners)

<https://docs.google.com/presentation/d/1jdCgwukw-Vb8ryuNCZXd4dsgKsd9QC9GggkcZRSJcS8/edit?usp=sharing>

2. Directions for Using Book Creator Online Application & shareable library - (for teachers and students)

[https://docs.google.com/document/d/1V-fQDuWY9tEMBDzk\\_CQTtmq8s3tD8v1xYMnYcvnk2kY/edit?usp=sharing](https://docs.google.com/document/d/1V-fQDuWY9tEMBDzk_CQTtmq8s3tD8v1xYMnYcvnk2kY/edit?usp=sharing)

<a href="#">Getting Started with Skills Block Resources</a>	<a href="#">Sharing Books with Students Tutorial</a>	<b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>English (overview)</li> <li>English (detailed)</li> <li>Spanish</li> </ul>	<a href="#">Student Login Using Canvas (Tutorials)</a> <a href="#">Slides w/ Login Directions</a>
<a href="#">Login Parent Directions (English)</a>	<a href="#">Spanish Login Parent Directions</a>	<a href="#">FAQ</a> <a href="#">*Student View of Book Creator</a> (new)	<a href="#">Organizing Libraries and Creating Digital Portfolios</a>
<a href="#">Book Creator Support Page</a>	Copyright Guide & Policies (Coming Soon)	Book Creator Recorded PDs: <a href="#">BC Basics</a> <a href="#">BC Deeper Dive</a>	<a href="#">Author Certified Training</a>

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