

Title:	George Ancona: Then and Now: Reading Lesson #1
Subject Area:	Language Arts / English
Subject Subcategory:	Reading - Comprehension
Grade Level:	Intermediate
Date Created:	3/23/2008
Created By:	Beth Sparks
Shared?	Yes
Description:	UDL, George Ancona, autobiography, photography, diverse learners, Grades 1-7, multiculturalism, family life, speaking, listening, reading, viewing, predicting, visualizing, metacognition, Mexico, Yucatan, Maya, Coney Island
Overview:	Brain scans reveal what teachers and parents have always known. No two children are alike. No two children learn in identical ways. Indeed, the same child thinks and behaves differently from one sociocultural situation to the next. This has important implications for teaching students who struggle when learning to read.

When a child struggles learning to read, we usually focus attention on the child and look for evidence of a disability in the child. We need to turn our attention to the interaction of the child with the learning environment. Inflexible curricula and learning environments put barriers in the way of students' learning. In other words, the inflexible curriculum and learning environments are "disabled" (Meyer & Rose, 2006, p. vii), not the children.

The Universal Design movement in architecture recognized that inflexible environments put barriers in the way of diverse people. Stairs into public buildings, for example, are a barrier to a number of people, including a person in a wheelchair and a person pushing a child in a buggy. Architects now design ramps, automatic doors, and elevators into public buildings to provide access for all people. Universal Design recognizes 'disability' as a complex social construct, citizen-within-society, rather than a within-the-individual deficit.

We can also eliminate obstacles to learning that arise when diverse students interact with inflexible learning environments. Based on Vygotsky's (1978) Zone of Proximal Development, Universal, or inclusive, Design for Learning (www.cast.org) minimizes barriers and maximizes learning by applying three principles:

1. Provide students with varied, multisensory ways to acquire information and knowledge.
2. Provide students with different, multisensory options to demonstrate what they know.
3. Provide students with alternate, multisensory "hooks" to interest students and keep them actively involved, challenged and motivated.

The first universally designed literacy program was WiggleWorks, jointly produced by the Center for Applied Special Technology (CAST www.cast.org) and Scholastic. This is Lesson #1 in a set of five reading lessons based on an autobiographical photostory. *George Ancona: Then and Now*. (1998). Scholastic WiggleWorks v.2.0, Stage D Level 10, Disc 1. (Book, Lesson plan, CD-ROM, audiotape). The reading level is Grade 3.5 but the interest level is Grade 1 through Grade 7, thereby making it engaging for diverse students. Moreover, the flexible lesson format makes it possible for students in a Grade 4 classroom who are reading up to three years below or three years above grade level, to be successful learners.

Summary Lesson #1

Students read and view an electronic version of the book, *George Ancona: Then and Now*. George Ancona is a photographer and children's writer. In his autobiography, photos and words create an engaging story. His parents moved from the Yucatan, Mexico to Coney Island, New York before George was born. The family spoke only Spanish at home. As a young adult, George travelled to Mexico to visit his grandmother and other relatives. Throughout the book he talks about the influences in his life that led to a career as a photographer and author. Now, George Ancona is an award winning author who travels around the world talking pictures and writing stories for children.

Students fly from their school to Mexico City where they listen and watch Spanish singing and dancing. Then they fly to the Yucatan and see the beaches in Cancun. They are introduced to the Aboriginal culture in the Yucatan by visiting Chichen Itza, an ancient Mayan temple. They listen and watch modern Mayan ceremonies. The students fly to Coney Island, but they fly back in time to Coney Island in 1940, a time when George was the age of the students reading the book. Did you know that hotdogs were invented on Coney Island?

Goals: **It's Common Sense**

Diversity in all its forms is increasing across Canada and that diversity is reflected in our classrooms. Nevertheless, in the midst of diversity there is common ground. In the BC English Language Arts curriculum, there is both a common aim and common goals for all students in KN through Grade 7 (p. 2). http://www.bced.gov.bc.ca/irp/ela_k7_2006.pdf The common aim for all students in KN through Grade 7 ELA7, p. 2) is:

- to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing
- to make meaning of the world and
- to prepare them to participate effectively in all aspects of society.

The common goals for all students in KN through Grade 7 (ELA7, p. 2) are to:

- comprehend and respond to oral and written language critically, creatively, and articulately
- communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others.

The Curriculum Organizers share a common focus (ELA-K7 p. 12) and there are common Enduring Understandings, Literacy Experiences and Criteria for Performance in each of the Language Arts strands. In addition, "text" is used in an expanded form to describe oral, visual, or written language forms including electronic media (ELA_K7, p. 23). And the Key Concepts are displayed in a chart that shows the commonalities and the progression of language arts skills from Kindergarten through Grade 3 (ELA_K7i p. 14) and Grade 4 through & (ELA_K7 p. 15).

The Prescribed Learning Outcomes (PLO) are grade specific. The following Grade 4 PLO are for Reading and Viewing in Lesson #1.

Reading and Viewing

Purposes

B1 - read fluently and demonstrate comprehension of a range of grade-appropriate literary texts (stories from various Aboriginal and other cultures, stories from a variety of genres—autobiography)B4 - view and demonstrate comprehension of visual texts (photographs)

Strategies

B5 - select and use strategies before reading and viewing to develop understanding of text, including setting a purpose and constructing personal goals; accessing prior knowledge to make connections; making predictions; previewing texts)B6 - select and use strategies during reading and viewing to construct, monitor, and confirm meaning (predicting; visualizing; making inferences and drawing conclusions; self-monitoring, and self-correcting; visually representing texts)B7 - select and use strategies after reading and viewing to confirm and extend meaning (self-monitoring and self-correcting; reflecting and responding; visualizing; using graphic organizers to record information)

Thinking

B8 - respond to selections they read or view (explaining connections: text-to-self, text-to-text, text-to-world)B9 - read and view to improve and extend thinking (predicting and explaining; visualizing)B10 - reflect on and assess their reading and viewing (taking steps toward achieving goals)

Anticipatory Set: Prior to teaching Lesson # 1

Teach students the attached Prediction Strategy (Winslow, 2003):

1. What is the Mystery Object?
2. What Will Happen Next?
3. Predicting at the Movies

Lesson #1

1. **Begin teaching** George Ancona by activating background knowledge about the prediction strategy:

- What does "predict" mean?
- How do you predict?
- When would you use the prediction strategy?
- Why does predicting improve your reading?

2. Open George Ancona:Then and Now , select "Read Aloud" on the CD, and project the cover of the book onto to the SmartBoard. Hand out graphic organizer on the Prediction Strategy. (Following the Reciprocal Teaching Model (Palincsar & Brown, 1984), model thinking aloud and gradually release responsibility for strategy use to the students.)

- Ask students to look at the cover and think about, or remember, what they already know about what they see.
- Ask students to draw a picture to show what they already know about this subject. Take about 5 to 10 minutes for drawing time.
- Have them turn to their partner and discuss their pictures. Take about 5 minutes for each pair.

3. Then ask students to look for clues on the front cover that can help predict what the book is about.

- Use the digital pens to circle the clues on the SmartBoard.

4. Ask students to connect what they already know (the information in their drawings) to the clues on the cover and

make a prediction.

- Use the digital pens and write the predictions on the SmartBoard.

5. Ask students to read all the predictions and pick the one they think is the closest prediction to what they will read in the book.

New Knowledge:

The Hook: Everyone has a story to tell

- Show students a photograph of yourself as a child. Share a memory from childhood that is triggered by the photo. Put your photo on your timeline. "TimeLiner" (Tom Snyder Productions) is software that allows you and your students to create timelines of your own life and historical figures.
- Show students a photograph of yourself as a teenager. Tell a story associated with the memory that is triggered by the photo. Put the photo on your timeline.
- Show students a photograph of yourself as an adult. Share a memory associated with that photo and put it on the timeline.
- A photo and its memory tell a story that reveals something about you. Ask what your students have learned about you.
- Remind students to use the pictures and words in the book to learn about George Ancona.

Reading the book

1. Return to the cover and read and view to the end of page 2.

- Reread Page 1
 - "My parents came to the United States from Mexico before I was born."
 - "They spoke only Spanish at home."
 - Predict the language spoken in Mexico and record your prediction.
 - Who in our class has been to Mexico?
 - What do you already know about Mexico?
 - Predict what Mexico will be like and write or draw your prediction.

2. Let's all go to Mexico! Google Earth (Attached files: Google Earth Tip Sheet; educational files)

- Start at your school and fly to Mexico with Google Earth. Students get a good idea of where Mexico is as they cross the BC-US border and travel south. The topography around Mexico City is also visible (high plateau).
- Mexico City is the second largest metropolitan area in the world.
 - Look down on the streets and barrios.
 - I wonder how many people live here?

Drop in to listen to and watch a Mexican song and dance.

- <http://www.youtube.com/watch?v=kHUh-3k7Hpg>

Here is a different type of Mexican music.

- <http://www.youtube.com/watch?v=ZPueJECIGRg>

How is this music different? (First was Spanish influence and second is Aboriginal Aztec music)▪

3. George Ancona's family lived in a part of Mexico called the Yucatan. Let's go to the Yucatan! We're tourists. Let's check out the beach.

- <http://www.youtube.com/watch?v=6RhoNEOKJpM>
- http://www.youtube.com/watch?v=Ev3tNjN9t_8

Go to a village in Yucatan.

- <http://www.youtube.com/watch?v=R6F4I3YjGOc>
- <http://www.youtube.com/watch?v=37wQbqYe5Ec>

Visit Chichen Itza, ancient Mayan city with an observatory. Listen to a Quetzal (Predict the meaning of Quetzal.)

- <http://www.youtube.com/watch?v=tmM0C3-0LVk>
- <http://www.youtube.com/watch?v=aeFZjDtCdQU>

Watch Mayan ceremonies.

- Purifying Ritual <http://www.youtube.com/watch?v=hQifPjlk99I>
- Ritual Owl Dance <http://www.youtube.com/watch?v=fDgk30MjK4Q>
- Mayan Corn Ceremony <http://www.youtube.com/watch?v=f7hh4CrT-Zk>

Think Pair Share: How is aboriginal culture in BC the same and different from the Mayas in the Yucatan?

4. Read and View pages 3-7.

- Predict where Coney Island is. Write or draw your prediction.
- Fly to Coney Island with Google Earth. Discuss predictions.
- George Ancona was born in 1929 so lets see what Coney Island was like in 1940 when he was about your age!
- Predict what it will be like.
- Coney Island 1940
 - http://www.youtube.com/watch?v=HaqiPjM_mNE
 - Discuss predictions.

5. Read pages 8-13. Does the information support or weaken your prediction?

6. Read pages 14-19. Does the information support or weaken your prediction?

Practice:

Students work independently on their predictions Reflect on your predictions

- Read a prediction. Is that what happened?
- Making Connections
- Connect what you already know with clues in the book and predict what will happen

My memory <http://www.buzzle.com/articles/reciprocal-teaching-strategies.html>

WrapUp:

Self-assessment of prediction strategy

Before I read, I will:

- Remember what I already know about that kind of book.
- Look at the words and pictures on the cover for clues about the book.
- Connect my background knowledge with the clues and make an educated guess about what I will read in the book.

When I read, I will:

- Read to prove my prediction.
- Make a new prediction, connecting what I know now with new clues in the book

When I read, I will:

- Read to prove my prediction.
- Make a new prediction, connecting what I know now with new clues in the book

After I read, I will:

- Stop and think about my predictions.
- Pick one thing I can do next time to make my predicting even better.

Materials:

Google Earth

NASA video series Ancient Observatories: Timeless Knowledge

Part 1. <http://www.youtube.com/watch?v=qw7TvrBnnkc>

Part 2. <http://www.youtube.com/watch?v=QGDanr7dla8>

Part 3. <http://www.youtube.com/watch?v=g-1aQrRIIH0>

Part 4. <http://www.youtube.com/watch?v=h2bM4y2xnMU>

NASA Connect video containing four segments as described below.

1. NASA Connect segment explaining the foundations of astronomy and the how the Earth moves relative to the sun. This segment explains how the Earth's tilt creates the 4 seasons.

2. NASA Connect segment explaining how the height of the sun relates to the growing seasons and the length of daylight. This segment describes how Ancient Egyptian and Greek cultures used astronomy in their lives. The segment also contains an activity for exploring how a gnomon works. In the activity students must track the shadows made by a gnomon in 30 minute intervals. The activity will teach students how the length of the shadows and the angles created by the gnomon are related to the position of the sun.
3. NASA Connect segment that shows two examples of how the Navajo used structures to track progress of the sun in the sky.
4. NASA Connect segment describing the Ancient Mayan civilization and their accomplishments. This segment compares the Mayan counting system to the Roman counting system and has a brief exercise for students to add the numbers 21 and 33 using both systems.

_NASA_____

1. Ancient Observatories: Archaeoastronomers

http://www.youtube.com/watch?v=qIM_X2Ysylv

2. Ancient observatories: Observatories

<http://www.youtube.com/watch?v=KfHeaTEhmLA>

3. Ancient Observatories: Indigenous Astronomers

<http://www.youtube.com/watch?v=h2bM4y2xnMU>

4. Ancient Observatories: Mayan

<http://www.youtube.com/watch?v=CbQMKu01A3k>

Assessment: