

**Teacher:** Bethany Pennacchio  
**Grade Level:** 6,7,8  
**Unit of Study:** "Theme Quilt"

**School:** WMS - Villa Nova  
**Instructional Area:** Expanding ESL  
**Duration:** 1-2 Class Periods

**Knowledge of Students: (1b, 1d, 1e)**

This class is comprised of 18 Expanding English Language Learners. Students' range of living in the country is from 3-6 years. All students have PLPs (Personal Literacy Plans), with some reading significantly below grade level. These students receive extra support and services through working with a reading specialist two to three times a week. Two students have IEPs. One student has an IEP for reading; the other has one for behavior. Additionally, all students have scores of either a one or two on their NECAP from the previous year. Furthermore, the classroom has an ESL Study Plan to help assist with students and teacher.

**Knowledge of Content and Pedagogy: (1a, 1c)**

**GLEs/GSEs:**

W-11: Sharing thoughts, observations, or impressions  
R-16: Generates a personal response to what is read through a variety of means.  
R-17: Demonstrates participation in a literate community by participating in in-depth discussions, offering comments and supporting evidence.  
OC-1: Interactive Listening  
OC-2: Make Oral Presentations

**WIDA:**

ELP Standard 2: The Language of Language, Summative Framework  
MPI Reading: Level 3 & 4  
MPI Listening: Level 3 & 4  
MPI Speaking: Level 4

**Establishing Instructional Outcomes: (1c)**

The purpose of this lesson is to provide students with a mechanism to demonstrate a variety of themes in A Child Called "It" by David Pelzer through an art form. Students will have the opportunity to display their comprehension skills on the various themes of this novel through a different outlet. Connecting art into the classroom allows students to exhibit a creative way of demonstrating their understanding for a particular subject. Furthermore, having ELLs present their work to a partner and to the class promotes their listening and speaking skills.

**Essential Questions:**

- What is the theme of a novel?
- Why is understanding the theme of a novel important?
- How does using art and illustrations in English class allow us to develop our comprehension skills?

**Objectives:**

Students will be able to:

- Produce pieces of art/illustrations that demonstrate particular themes of novel.
- Utilize text to find quotes that connect and relate to specific themes.
- Compare and contrast illustrations with peers and class as a whole.

**21st Century Skills:**

- Thinking Critically
- Communicating and Effectively Interacting with Others
- Incorporating Feedback
- Collaborating and Working Creatively with Others

**Assessment For and Of Learning: (1f)**

**Formative Assessment:** The assessment employed for this assignment will be student illustrations of their chosen theme. Students will not be graded on their art ability but, instead, on how much creativity, thought, and effort has gone into their project. Also, they will be assessed on whether or not they chose a quote that connects and relates with the theme they picked. Additionally, part of their grade will include the feedback they have given their partner. Students will be expected to present their illustrations to partners, before sharing their presentation to the class. Each student will be given a graphic organizer that will assist in providing their partner constructive praise and criticism.

**Knowledge of Resources: (1d, 1e)**

**Materials/Outside Resources:**

- Paper
- Pen/Pencil
- Art Supplies
- Magazines
- Newspaper
- Quote/Theme Graphic Organizer
- "Sharing with your Partner" Graphic Organizer
- Theme/Quote Handout
- David Pelzer's A Child Called "It

**Instructional Procedure: (1c, 1e)**

**Instructional Grouping:**

Students will begin the assignment working independently in order to choose the theme and quote to be used for their project. Once the construction of their quilt is completed they will share their work with a partner. Students will be provided with a graphic organizer to help them organize their ideas on why they chose the theme and quote they did and how their illustration portrays this. Next, students will need to present their piece of the quilt to a partner and use their graphic organizer to help explain their art piece. They will share out with the student sitting next to them. The reason for pairing them in this manner is due to the familiarity that has already been established with the students sitting near each other. ELLs are often intimidated when speaking around people they are not comfortable with. Although, I believe all of my students do have a high level of understanding and respect for each another, for this particular assignment since a few may find it more challenging, I felt I would achieve better outcomes by pairing in this way. Students will be expected to listen and pay attention to their partner and then using a graphic organizer give constructive criticism and praise for their partner's work. Students will have the opportunity to work in groups when sharing materials and resources for the art portion of the assignment.

**Differentiated Instruction:**

The lesson incorporates a variety of teaching tools and techniques that will appeal to a vast number of learners. The class will be engaged in demonstrating/portraying a range of the novel's themes through an illustration and/or art form. Students will be given a list of specific themes and quotes which will be displayed on the Elmo and also passed out. This assignment will work well for not only visual learners but, also, for students who find it easier to express their thoughts and opinions through an art form rather than writing. Additionally, students will need to articulate why they have chosen their particular quote and theme. Students are provided the opportunity to portray their ideas on their graphic organizer and also when sharing with a partner. All students may differ on the best method to express their thoughts and ideas, however, this is especially true with English Language Learners. It is critical that these students are provided with multiple ways to communicate their thoughts. I, along with my ESL helper, will be circulating the room to assist students who may be struggling or having difficulty choosing a theme and quote.

**Opening:**

I will begin class by posing questions to the students. First, I will ask what is a quilt? I am anticipating answers *such as a blanket, it keeps you warm, something you put on your bed*. Next, I will ask how a quilt and a blanket are different? I am anticipating that many students will not know how these two differ. It will then be explained how a quilt is made up of scraps of material that are sewn together and the designs can tell a story. Also, a picture of a story quilt will be provided. Then, students will be informed that we will be using our themes and quotes from the previous day's lesson to construct a "Theme Quilt" for A Child Called "It".

### **Engagement and Collaboration:**

- Students will be given a handout with themes of the novel and I will also write them on the board. The list of themes could possibly include courage, survival, fear, abuse, abandonment, and loyalty. The concept of themes will be discussed and brainstormed in the previous day's lesson.

- Next, I will instruct the students to choose ONE theme they would like to illustrate. After they have chosen their theme, they must choose one quote from the text that represents and connects to their choice. (Example: If the student's theme is "Survival", a quote that represents this theme could be, "I felt proud of myself. I imagined myself like a character in a comic book, who overcame great odds and survived." Please note in the previous day's class the students and I will work together to discuss and decide on the particular themes for the novel. Also, we will begin searching for quotes and examples in the text that connect to the themes chosen. I want the students to have a clear understanding of how to complete this portion of the assignment before moving onto the art portion.

- Next, students will be given art supplies to illustrate their theme and quote. A student will be given one piece of 8.5x11 card stock and have a choice of markers, crayons, colored pencils, glitter, magazines, and newspapers to construct their piece of the theme quilt.

- Once each student has chosen a particular theme and found his/her linking quote and finished their illustration, he/she must fill out their small graphic organizer explaining the theme they have chosen and how their quote and illustration connect to this theme. After this is complete they will share with a partner sitting next to them. The partner must then fill out the "Sharing with your partner" graphic organizer to give feedback.

- After students have shared our with their partners and provided them with feedback we will begin the class presentations. Students will be expected to state the theme and quote on their piece of the theme quilt and then explain how their illustration connects to these two parts. Students will be able to use their graphic organizers during the presentations.

- Finally, when all students are finished presenting we will gather all the work and beginning taping the art work together to construct our theme "quilt"

### **Closure:**

The closure of this lesson will be bringing the class together and having a quick wrap up session. I will pose question to students regarding their thoughts on using drawing and illustrating as a vehicle to share their thoughts and opinions rather than writing and/or discussing them? What did they like or not like about this approach? What part did they find difficult? Why is it important that we do an activity on the theme of this novel?

After we have concluded our discussion, we will choose a place in the classroom where they would like to hang their theme quilt.