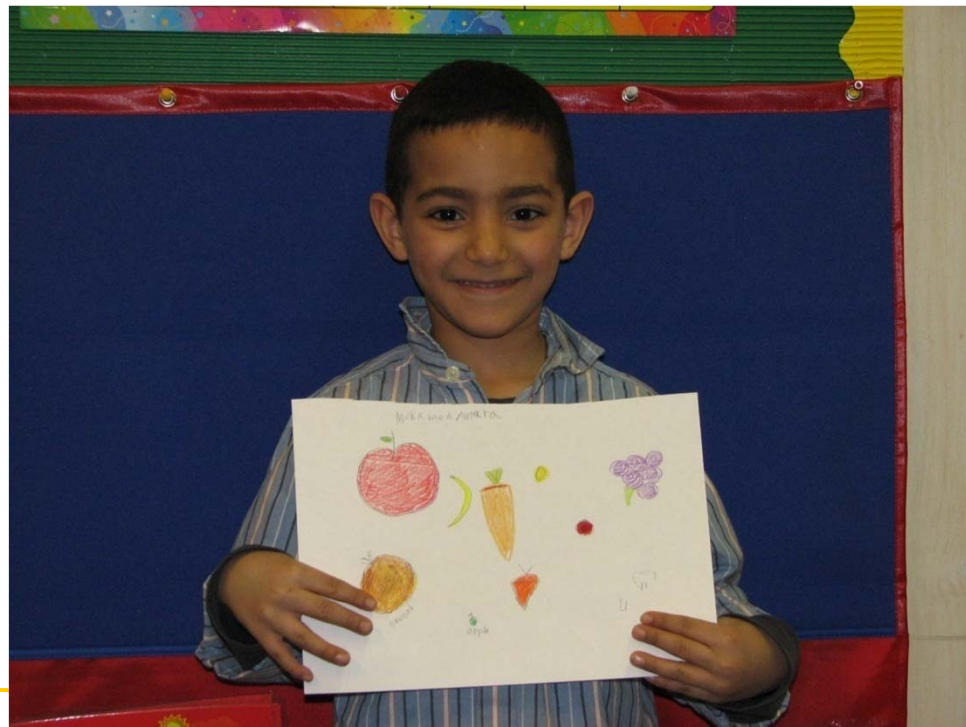










# Grandma's Soup: Integrated thematic teaching for Grade 1 ELLs

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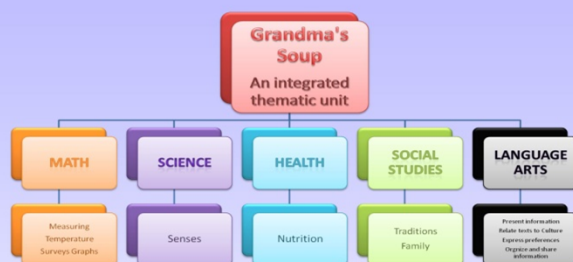




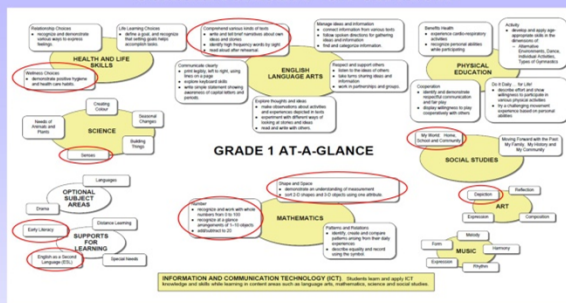
A Dual Language Book Project @ <http://homepages.ucalgary.ca/~hroessin/>

Some travelers come to a village. They are hungry and they have nothing to eat. No one in the village  wants to share their food. The travelers pretend to make soup of just stones . The villagers are curious about stone soup . The travelers tell them it needs a little something from everyone in the village to make it better. Soon the soup has onions , carrots , potatoes , beans , peas  and spices , and of course the stones . The soup is delicious and everyone has a good time sharing the soup. 

## integrated thematic Unit



## CURRICULUM Overview



Curricular Overview Grade 1: Alberta Education (<http://education.alberta.ca/parents/resources/summaries.aspx>)

## Thematic Overview

Core Objectives		Material Content	Lesson Overview
<b>Strategies</b>	<b>Language</b>	<b>Concepts</b>	
Categorizing/Grouping	Vocabulary	Grandma's Saturday Soup:	Veggie Platter:
Words in a continuum	Vegetables	Stirly Froster:	Word work- Riddles, 20
Sequencing/Ordering	Color words	Stone Soup: A folk tale	Questions, Crossword
Compare/Contrast	Adjectives for shape/size	Teacher prepared	Class survey- food
Retell	Cooking verbs- chopping, slicing	workbooks	Tracking,
	Grammar		Tally/graph, class and
	Yes/no questions with "Are you...?"	Social Studies- traditional & ethnic cuisine	Individuals
	Past tense verbs for LEA	Health- Canada's Food Guide, healthy choices	Canada Food guide- choose what I like to eat
	Function	Long Arts- story structure	Stone Soup poem and story
	Asking questions, describing, retelling	Technology- Access and retrieval- Process info from more than one source to retell	Class Make Stone Soup
			LEA- retelling of making soup, copy off the board
			Organize sentence strip- Your soup story from home
<b>Learning Tasks</b>		<b>Assessment Strategies</b>	
Following directions for making soup		Can children copy from the board accurately and within a reasonable time?	
Generating clues for a puzzle		Can children write a story from a picture script prompt?	
Story telling- beginning, middle, end and "all" questions		Can children recall details of a class survey?	
Compare/contrast		Can children type in key words and follow a link on the computer?	
Sequencing story strips			
Interview food from the week			

**Theme Title:** Grandma's Soup: A Dual Language Book **Target Group:** Grade 1 **Level:** High Beginner -Mid Year Project  
**Broad Goals:** To Develop Vocabulary in a personally & culturally meaningful context

## FOOD JOURNAL & GRAPHING MATCHING EXERCISES

**My Food Journal**

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Snack (if any)					
Dinner					
Bedtime					

**Food Graph: Cakes**

Day	Cakes
Monday	8
Tuesday	6
Wednesday	4
Thursday	2
Friday	1

**Food and Vegetables**

	Monday	Tuesday	Wednesday	Thursday	Friday
Meat and Vegetables					
Cakes					
Salad and Fish Products					
Other and Miscellaneous					

### Fruits and Vegetables

Match the word with the picture. Circle the healthy foods you like to eat.



Banana Potato Watermelon Pineapple Cucumber Cherries Lettuce

**Meat and Dairy**  
Match the word with the picture. Circle the healthy foods you like to eat.



Nut Fish Milk Chicken Yogurt Eggs Cheese

**Grains**  
Match the word with the picture. Circle the healthy foods you like to eat.



Pita Bread Rice Crackers Muffin Cereal

## PRINCIPLES FOR Teaching and Learning

1. Provide scaffolds as temporary support ~ Models, templates, frames
2. Authenticity in curriculum: real language for a real purpose/reason for using real stuff!
3. Recycling ~ students need to hear, read/write and say words many times before they are personalized, internalized and have meaning.
4. Contextualized ~ vocabulary and grammar are presented and taught in contexts that provide meaning
5. Spiraled ~ turn up the academic task gently within the context of the thematic study
6. Provide interest and motivation ~ tap into what kids want to learn about
7. Modified input ~ don't 'dumb down' but do target the ZPD (Vygotsky)
8. Linked/sequenced ~ one learning task feeds into the next one.
9. Activate BK ~ get a sense of 'where the students are at'
10. Engaging: design learning tasks that actively involve students in manipulating, practicing problem solving with the key concepts
11. Collaboration, negotiation in the social construction of meaning/knowledge
12. More depth and less breadth ~ "less is more"
13. Integrate the 4 major skills areas (reading, writing, listening, speaking)
14. Heavy use of visual representations to meditate content and language demands
15. Teach learning to learn strategies in context
16. The role of direct, explicit instruction
17. Mediate cultural information
18. Conscious focus on language learning
19. Risk taking ~ atmosphere that is safe, fun and welcoming
20. Encouragement and feedback is offered
21. For Beginners: realia, object based learning



### Link to Food Guide



<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>

## Yeggie Riddles

## الغاز

أنا برتقالي اللون وطويل و طرفي أخضر وكثيف. من أنا؟  
أنا مستدير ذو طبقات وأجلك لكي حين تعلمني. من أنا؟  
أنا مستدير وأمو تحت الأرض. من أنا؟  
أنا صغير وأحمر والفرع في فمك. من أنا؟  
أنا أخضر وكثيف وصحي جدا جدا. من أنا؟  
أنا صغير وأبيض ويحتفلون في الطلال. من أنا؟  
أنا أخضر وعلى بالوق ولذي بالسلطة. من أنا؟  
أنا مستدير وأحمر أتم بالكرمة. من أنا؟  
أنا أخضر وطويل وتحيل والأطفال تحب أن تحشوني بالجنين. من أنا؟



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with Master of Teaching Students

Studies in Pedagogy &amp; Schooling—ESL Winter 2009

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## Context for the project

- ELLs who are well behind with their vocabulary development (Roessingh & Elgie, 2009).
  - These children show strength in early literacy concepts and skills: these have caught up, and the gap is closed by the beginning of grade 1
  - BEd students in the winter term spent 2 afternoons a week with their grade 1 class participants
  - Please come visit our website:  
[www.duallanguageproject.com](http://www.duallanguageproject.com)
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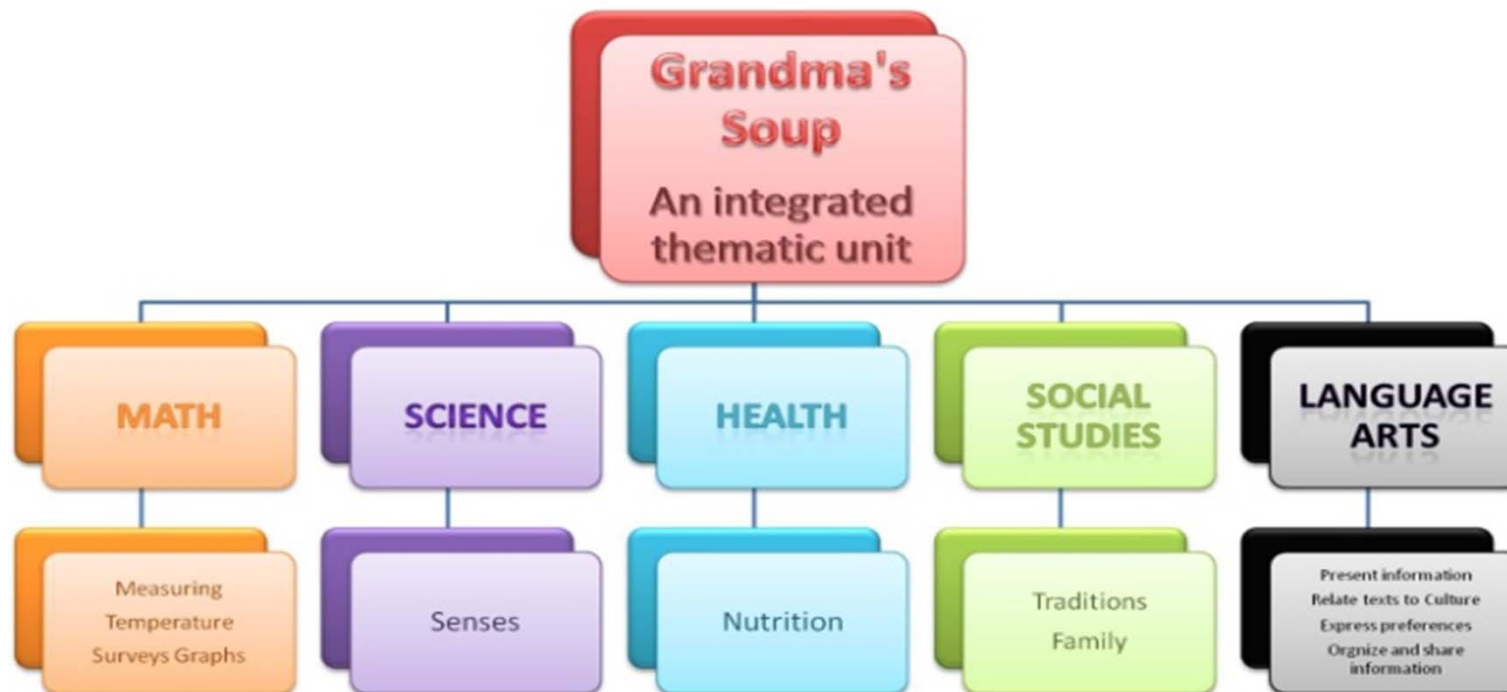
# Guiding principles

- Thematic organization and curricular integration allow for learning targets to be meaningfully connected, contextualized and recycled.
- Soup is a universal ‘comfort food’ --- most cultures have a repertoire of soups in their diet that are made of locally available vegetables, fruits, spices and herbs, and a base of some kind. ‘Grandma’s soup’ provides an ideal platform for a shared activity between children and their parents or grandparents.
- We want to use ‘ Grandma’s soup’ as a way of promoting talk between adults and children at home, and to convey important cultural information about dietary habits and traditions. We want the children to learn about the role of the various ingredients, and to learn simple concepts and skills related to ‘Grandma’s soup’.
- We want to make connections top the Grade 1 Program of Studies (Alberta Education): . <http://education.alberta.ca/media/446127/1bro.pdf>
- We want parents/grandparents to engage their children in making a traditional soup from their culture –telling the story of the soup, and developing a simple recipe to write down and send to school.
- In class, we can support the story telling in English in small group work. We will scribe the stories and the recipes into English and the first language of each child.





# Curricular integration

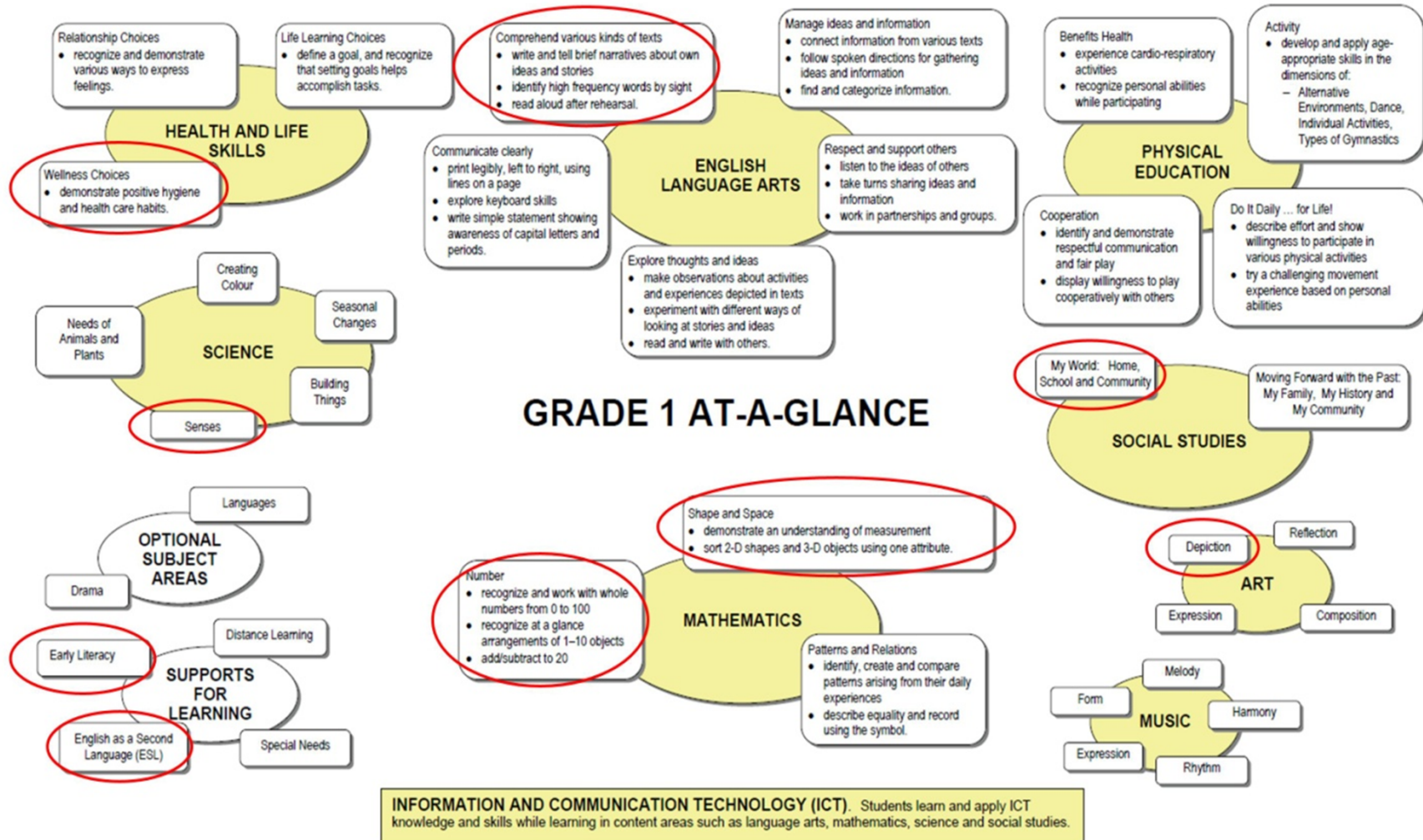


# Curricular integration

- We will make cross curricular connections among math, science, social studies and language arts. We want to target ‘next words to know’ – and purposefully challenge the children to learn lots of new words related to ‘Grandma’s soup’.
  - We want to link the children’s soup stories to children’s literature on the same theme that can be explored for meaning, and personal connection.
  - Most of all, we want to create a learning environment for curiosity, wonder, imagination, respect for and interest in diversity; and fun! Language is the tool for realizing this goal.
-



# From the Grade 1 curriculum



## How the brain learns

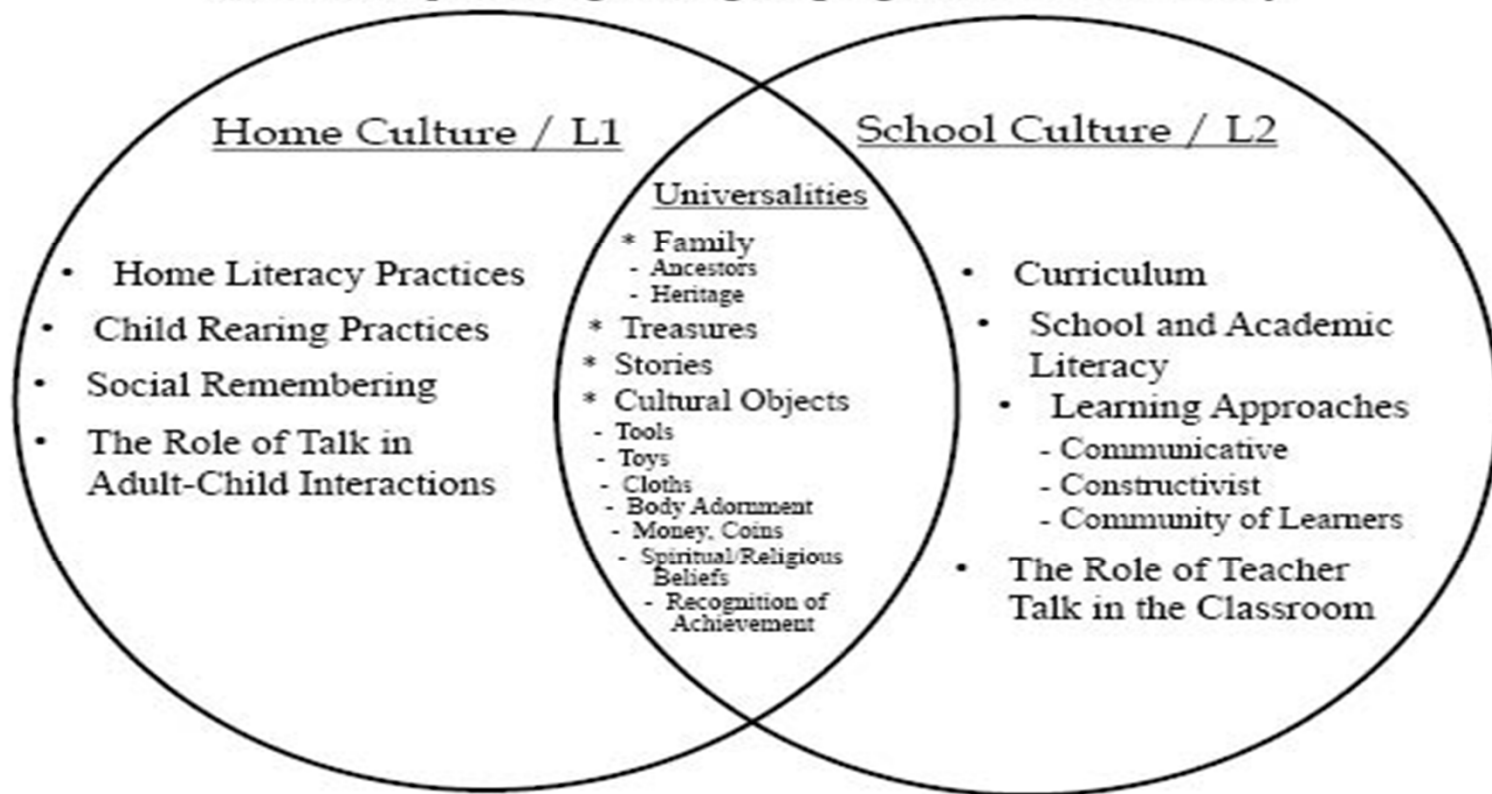
- The brain seeks to make meaning by ....
    - making connections
    - noticing patterns, rhythms, cycles ... it wants to make order out of disorder
    - using the familiar and the known to move forward: connecting to prior knowledge
    - recognizing universalities and applying them to the particular
  - Language mediates this process ... social interaction is key
    - Vygotsky, Piaget, Dewey
-





# Negotiating the 'third space'

The Third Space: Negotiating language, culture and identity



# Thematic overview

**Theme Title:** Grandma's Soup: A Dual Language Book **Target Group:** Grade 1

**Level:** High Beginner –Mid Year **Project Broad Goals:** To Develop Vocabulary in a personally & culturally meaningful context

Core Objectives			Material Content	Lesson Overview
Strategies	Language	Concepts	<ul style="list-style-type: none"><li>Grandma's Saturday Soup: Sally Fraser</li><li>Stone Soup: A folk tale</li><li>Teacher prepared workbooks</li></ul>	<ol style="list-style-type: none"><li>Veggie Platter</li><li>Word work- Riddles, 20 Questions, Crossword</li><li>Class survey- food tracking,</li><li>Tally/graph, class and individual</li><li>Canada Food Guide- choose what I like to eat</li><li>Stone Soup poem and story</li><li>Class Makes Stone Soup</li><li>LEA- Retelling of making soup, copy off the board</li><li>Organize sentence strips</li><li>Your soup story from home</li></ol>
<ul style="list-style-type: none"><li>Categorizing/Grouping</li><li>Words in a continuum</li><li>Sequencing/Ordering</li><li>Compare/Contrast</li><li>Retell</li></ul>	Vocabulary	<ul style="list-style-type: none"><li>Science- the senses</li><li>Math- measuring, tallying, graphing, measuring tools (spoons, cups, timer)</li><li>Social Studies- traditional &amp; ethnic cuisine</li><li>Health- Canada's Food Guide, healthy choices</li><li>Lang Arts- story structure</li><li>Technology- Access and retrieve info, Process info from more than one source to retell</li></ul>		
	Grammar			
	Function			
Learning Tasks		Assessment Strategies		
<ul style="list-style-type: none"><li>Following directions for making soup</li><li>Generating clues for a puzzle</li><li>Story telling- beginning, middle, end</li><li>"wh" questions</li><li>Compare/contrast</li><li>Sequencing story strips</li><li>Graphing food intake for the week</li></ul>		<p>Can children copy from the board accurately and within a reasonable time?</p> <p>Can children write a story from a picture script prompt?</p> <p>Can children tally results of a class survey?</p> <p>Can children type in key words and follow a link on the computer?</p>		



# Veggie platter lesson

**Figure 3: Lesson plan template and sample lesson: Veggie platter**

**Lesson Name:** Veggie Platter – and introduction to Grandma's Soup

**Time:** 40 minutes

**Lesson overview and purpose:** To introduce core vocabulary and concepts for the Grandma's Soup project. To gather baseline data on the oral and site vocabulary children already have and can manipulate by way of making riddles.

**Objectives:**

Language Learning Objectives	Concept Objectives	Learning Strategies
<b>Vocabulary:</b> Names of vegetables, colors, shapes	Vegetables are healthy, they can be eaten cooked or raw; they are used in salads, soups, sandwiches, and other dishes. They make a great snack, especially with a dip like yogurt or hummous.	Noticing similarities and differences.
<b>Grammar (form):</b> Plural forms, adjectives		Matching oral vocabulary to pictures, then to the flash cards.
<b>Functions:</b> Describes the look, feel and taste of vegetables. Tells how vegetables are used.		Listening for initial sounds.

**Materials:** Raw vegetables, pictures and flash cards.

**Teaching and learning tasks:**

1. Find out which vegetables the children can already name and know something about.
2. Cut up the vegetables, taste and nibble; recording the words children use to describe the texture, tastes, color, etc. Talk about how these vegetables are used in their family cooking and eating habits.
3. Match the spoken/oral vocabulary to pictures, and then to the flash cards. Point out initial sounds and final sounds, explaining that sounds like an 's' at the end of a word can carry meaning (e.g. 's' on potatoes means 'more than one').

**Extension, recycling, practice:**

1. Recycle the words by making up riddles using the words the children have come up with, and develop a worksheet. See if they can copy the words from the flash card onto the worksheet.
2. Practice the sound-symbol connection with some simple activities with the flashcards and pictures.

**Homework:** Write all the vegetables you like, don't like in a T chart.

**Teacher Resources:** <http://www.squidoo.com/veggiestogo>



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# Sorting, categorizing, labeling game

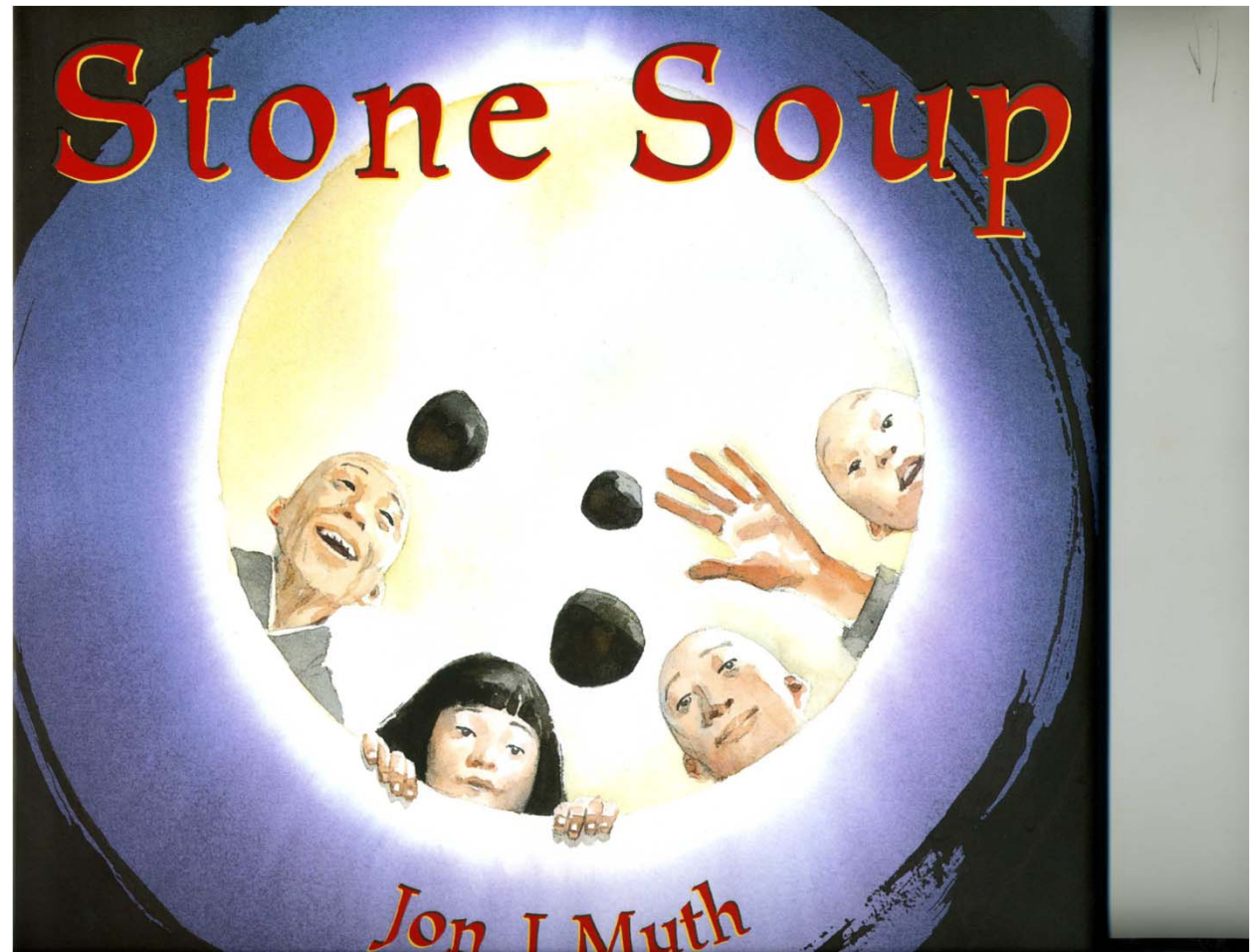






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# Making a connection to literature







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# Learning tasks in L1 and L2

## أَلغاز

أنا برتقالي اللون وطويل و طرفي أخضر وكثيف. من أنا؟  
أنا مستدير و ذو طبقات واجعلك تبكي حين تقطعني. من أنا؟  
أنا مستدير وأنمو تحت الأرض. من أنا؟  
أنا صغير وأحمر وافرقع في فمك. من أنا؟  
أنا أخضر وكثيف و صحي جدا جدا. من أنا؟  
أنا صغير وأبيض ويحتفظون في الظلام. من أنا؟  
أنا أخضر وملئ بالورق ولذيذ بالسلطة. من أنا؟  
أنا مستدير وأحمر أنمو بالكرمة. من أنا؟  
أنا أخضر وطويل ونحيل والاطفال تحب أن تحشونني بالجبن. من أنا؟



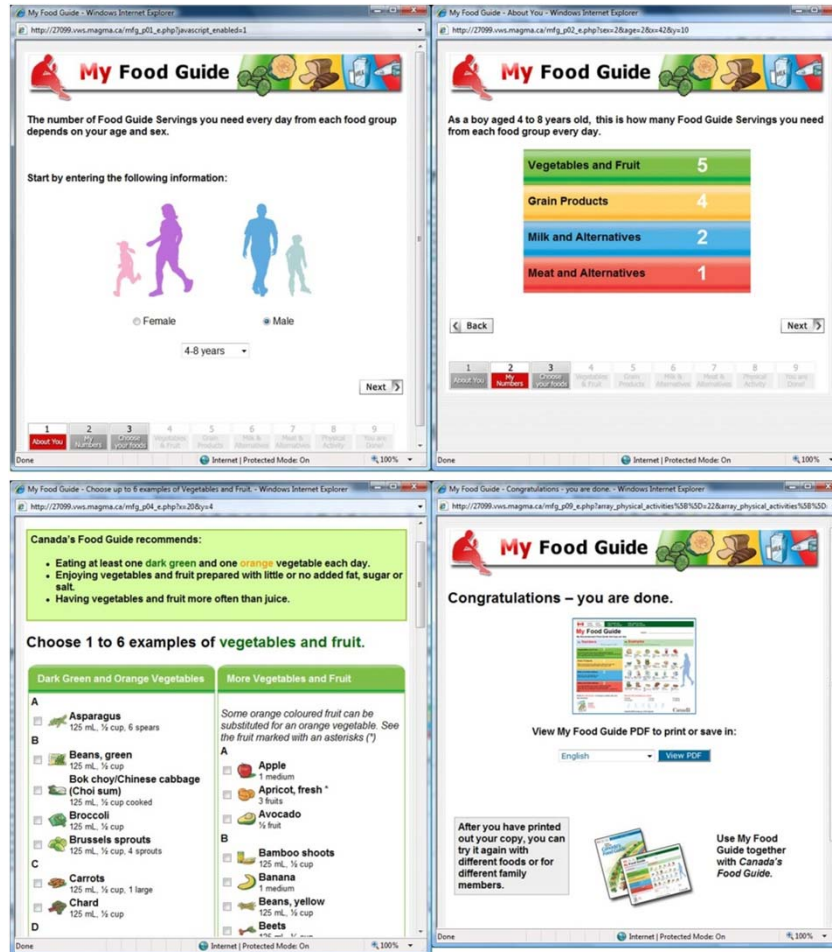
لأحب

أحب



رائع!

# Canada Food Guide:



**My Food Guide**

The number of Food Guide Servings you need every day from each food group depends on your age and sex.

Start by entering the following information:

Female Male  
4-8 years

**My Food Guide**

As a boy aged 4 to 8 years old, this is how many Food Guide Servings you need from each food group every day.

Vegetables and Fruit	5
Grain Products	4
Milk and Alternatives	2
Meat and Alternatives	1

**My Food Guide**

Canada's Food Guide recommends:

- Eating at least one dark green and one orange vegetable each day.
- Enjoying vegetables and fruit prepared with little or no added fat, sugar or salt.
- Having vegetables and fruit more often than juice.

Choose 1 to 6 examples of vegetables and fruit.

Dark Green and Orange Vegetables	More Vegetables and Fruit
<p><b>A</b> Asparagus 125 mL, 1/2 cup, 6 spears</p> <p><b>B</b> Beans, green 125 mL, 1/2 cup</p> <p><b>C</b> Bok choy/Chinese cabbage (Choi sum) 125 mL, 1/2 cup cooked</p> <p><b>D</b> Broccoli 125 mL, 1/2 cup</p> <p><b>E</b> Brussels sprouts 125 mL, 1/2 cup, 4 sprouts</p> <p><b>F</b> Carrots 125 mL, 1/2 cup, 1 large</p> <p><b>G</b> Chard 125 mL, 1/2 cup</p>	<p>Some orange coloured fruit can be substituted for an orange vegetable. See the fruit marked with an asterisk (*)</p> <p><b>A</b> Apple 1 medium</p> <p><b>B</b> Apricot, fresh * 3 fruits</p> <p><b>C</b> Avocado 1/2 fruit</p> <p><b>D</b> Bamboo shoots 125 mL, 1/2 cup</p> <p><b>E</b> Banana 1 medium</p> <p><b>F</b> Beans, yellow 125 mL, 1/2 cup</p> <p><b>G</b> Beets 125 mL, 1/2 cup</p>

**My Food Guide**

Congratulations – you are done.

View My Food Guide PDF to print or save in:

English View PDF

After you have printed out your copy, you can try it again with different foods or for different family members.

Use My Food Guide together with Canada's Food Guide.

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>



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# Rehearsing for book launch: I can read!







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# Book launch party

