

APPLYING MULTIPLE INTELLIGENCES THEORY IN ESL/EFL CLASSROOMS

By

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## Project Description

I studied the multiple intelligences theory and its effect on English language learning to help my English learners develop their language proficiency skills through practicing their various intelligences. I learned English through the traditional methods of rote learning, repetition, and memorization. As I started teaching English, I realized that there are more authentic approaches to teaching and learning English. I consider my students as whole individuals who come to the classroom with multiple talents and capabilities. Incorporating the principles of multiple intelligences theory could be a great start to change the way the English learners learn the fundamental skills of the English language.

As an English as a second language (ESL)/English as a foreign language (EFL) teacher for the past few years, I witnessed the struggles of my English learners to become proficient language learners and I realized that they need more than what we offer them in the classroom. Each of these students have different capabilities that the teaching methods need to target to steer them at the correct language learning path. Therefore, in this project, I created a unit focusing on developing skills of listening, speaking, reading, and writing through implementing the strategies of multiple intelligence theory to answer the two research questions of: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

The setting is in a sheltered ESL classroom, where the focus is on developing English language proficiency. Although the unit focuses on 9-12 standards, other

educators in other grade levels with English learners in their classrooms can implement this unit to ensure their learners comprehend the language of regular and irregular past tense of verb, cause-and-effect, adverbial clause of time and compare-and-contrast.

The Understanding by Design (UbD) framework was used for developing this unit to help the ELs develop their language proficiency skills through multiple intelligences' activities and transfer their learning to other content areas. Wiggins and McTighe' UbD framework (2011), help me create lessons that meet the needs of my ELs based on their various educational and linguistic backgrounds in learning the targeted language features. By the three stages of the "backward-design" process, I determined the required results of the targeted language features, the kind of evidence that should be seen to prove that they developed them, and my planning on how this goal is achieved (Wiggins & McTighe, 2011).

The unit is based on a short story called "Brother in Hope" which is on immigration and war. The unit consists of four lessons that each focuses on teaching one language feature. The lessons start with a pre-assessment and followed by direct instruction of language features. This unit focuses on expanding their knowledge of each language feature through the multiple intelligences inspired activities. The two main objectives of the lessons are understanding and using the different language features after listening or reading the directions and applying them through the multiple intelligences' activities. The activities are intended to focus on all domains of English language proficiency of reading, writing, speaking, and listening. I want my ELs to develop their language skills by tapping into their various intelligences every day and eventually expand them to other areas of interest and subject.

This unit consists of four lessons that each is focused on all nine intelligences of visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, and naturalistic, existential which are inspired by an immigration story that the ELs read to develop. Each lesson starts with a pre-assessment. The purpose behind the pre-assessment and post-assessment is to find out how much the ELs made progress in identifying and using the targeted language features in this unit.

The first lesson focuses on past tense of the verbs either regular or irregular. The second lesson targets the key language features of cause-and-effect such as *since*, *therefore*, and *because*. The third lesson includes the language features of adverbial clause of time such as *before*, *after*, *while* and *when*. The fourth lesson focuses on the language features of compare-and-contrast such as *unlike*, *similar*, or *the same*. All the lessons are followed by activities that are inspired by multiple intelligences theory and specified for one intelligence; however, they might cover a few intelligences at the same time. Activities that target the linguistic intelligence include discussions, word games, storytelling, choral reading, journal writing. Activities that target the numerical/logical intelligence include problem solving, event timelines and number games. Activities that target the visual intelligence include visual presentations and art activities. Activities that target the kinesthetic intelligence are hands-on learning, drama, dance, and sports. Activities that target musical intelligence include rhythmic learning, listening to music, and using songs. Interpersonal intelligence deals with activities such as cooperative learning, peer tutoring, and simulations. Intrapersonal intelligence activities revolve around independent study, self-reflection, and self-determination skill building. Naturalistic intelligence emphasizes the nature study, care of animals, and gardening

activities. The last intelligence of existential targets bigger than life activities through creative writing, and journals.

**Stage 1 – Desired Results**

<b>ESTABLISHED GOALS</b>	<i>Transfer</i>	
<p><b>Minnesota Common Core State Standards English Language Arts &amp; Literacy</b> (Minnesota Department of Education, 2010)</p> <p><b>9.7.3.3</b> Write narratives and other creative texts, develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>Supporting Benchmark:</b>  <b>9.11.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language Usage:</b>                      Form and use regular and irregular verbs of past tenses. (e.g., walked, traveled, born, came)</p>	<p>Students will be able to independently use their learning of the regular and irregular forms of past tense as well as its specific vocabulary words and grammatical rules they learned to write their personal immigration story.</p> <p>SWBAT use and form the cause-and-effect sentences using the language features such as <i>because, since, so that, as a result or, therefore</i>, to write their personal immigration story.</p> <p>SWBAT explain different actions using the adverbial clauses of time such as <i>before, after, while and when</i> to write their personal immigration story.</p> <p>SWBAT analyze and explain ideas using the signal words of compare-and-contrast such as <i>similar to, compared with, different from, on the other hand</i>, to write their personal immigration story.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• <i>Students will understand that there are different ways to learning new materials in a language classroom.</i></li> <li>• <i>Students will understand that creating their personal immigration story requires specific language to create.</i></li> <li>• <i>Students will understand that they learn better through their more developed intelligences, and they should use them to develop their language learning skills,</i></li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How can reading someone’s immigration story can inspire writing my own story?</li> <li>2. How can I use my new understanding of language functions to create my personal immigration story?</li> <li>3. How can I make my story more interesting?</li> <li>4. How can my more developed intelligences help me create my personal immigration story?</li> </ol>

	<b>Acquisition</b>	
<p>Use and form the cause-and-effect language features such as because, since, so that, as a result or, therefore.</p> <p>Explain different actions using the adverbial clauses of time such as before, after, while and when.</p> <p>Analyze and explain ideas using the signal words of compare-and-contrast such as similar to, compared with, different from, on the other hand</p> <p><b>WIDA (2019) English Language Development Standard 2</b></p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.</p> <p><b>K-12 Minnesota State Social Studies Standard, 2020</b></p> <p><b>19.9.6</b> Use primary sources to understand the experiences of immigrants to the United States and use secondary sources to understand how immigration and internal migration changed the demographic and settlement patterns of the United States population.</p> <p><b>Supporting Benchmark:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <i>Creating narratives require using different features of language.</i></li> <li>• <i>Using their more developed intelligences in creating their personal stories help them to develop their English language proficiency.</i></li> <li>• <i>There can be different ways that they can create their final immigration story.</i></li> <li>• <i>Personal narratives are true and real stories about someone's life.</i></li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• <i>Using the regular and regular forms of past tense.</i></li> <li>• <i>Using the language features of cause-and-effect, adverbial clause of time, compare-and-contrast.</i></li> <li>• <i>Creating their personal story of immigration using the language features they learned through their more developed intelligences.</i></li> </ul>

## Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
<p><b>9.7.4.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9.11.3.3 a.</b> Introducing characters and plot to create a smooth progression of experiences or events.</p> <p><b>9.11.1.1 b.</b> Use various types of phrases (noun, verb, adjectival, adverbial) and clauses (independent, dependent; adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>9.7.3.3 b.</b> Successful use of dialogue and description.</p>	<p>PERFORMANCE TASK(S):</p> <p><b>A Written Personal Immigration Narrative:</b></p> <p>Students will write their personal narratives that reflect their experiences immigrating to the United States. Students will include and describe their setting and characters. Students will use past tenses of verbs, adverbial clauses of time, cause-and-effect, compare-and-contrast, and a variety of sentence structures using different functions of the English language.</p> <p><b>Visual Personal Immigration Narrative:</b></p> <p>Students will explain their immigration story using a form other than writing. They will narrate the setting and characters using different functions of the English language. Their stories can be drawing, a video, or a slides presentation. They will present their project to the class orally.</p> <hr/> <p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li><b>1. Lesson one-</b> pre-assessment followed by regular and irregular forms of past tense.</li> <li><b>2. Lesson two-</b> pre-assessment followed by language of cause-and-effect.</li> <li><b>3. Lesson three-</b> pre-assessment followed by adverbial clause of time.</li> <li><b>4. Lesson four-</b> pre-assessment followed by language of compare-and-contrast.</li> </ol>

## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

**Lesson one:** Pre-assessment on regular and irregular past tense forms (e.g., walked, traveled, born, came) followed by lesson on forming and using the regular and irregular verbs of past tense.

**Lesson two:** Pre-assessment on the cause-and-effect language features such as *because, since, so that, as a result or, therefore*. Use and form the cause-and-effect language features such as *because, since, so that, as a result or, therefore*.

**Lesson three:** Pre-assessment on adverbial clause of time such as *before, after, while and when*. Explain different actions using the adverbial clause of time such as *before, after, while and when*.

**Lesson four:** Pre-assessment on the language of compare-and-contrast such as *similar to, compared with, different from, on the other hand*. Analyze and explain ideas using the signal words of compare-and-contrast such as *similar to, compared with, different from, on the other hand*.



## Lesson Planning with the Multiple Intelligences

**Lesson title:** [Brothers in hope; the story of the lost boys of Sudan](#)

**Lesson objective:** Students will learn to use and form the regular and irregular forms of past tense.

**Anticipated learner outcome:** Students will narrate their immigration stories either orally or written using the past tense verbs.

**Classroom Resources or Materials:** Brothers in hope textbook, projector, whiteboard and markers, laptops, and notebooks.

### Learning Activities

**Linguistic:** Preview the key vocabulary and read the textbook as well as identifying the past tense verbs either the regular or irregular ones.

**Mathematical-logical:** Create a timeline of the lost boys of Sudan' journey. Highlight the past tense verbs.

**Visual-spatial:** Draw a scene from the textbook that impressed them by coloring pencils or a coloring app on their phones.

**Bodily-kinesthetic:** Role play the "characters" involved in the textbook to recreate the story of "Brother in hope."

**Musical:** Create a musical collage with different musical selections representing the steps in the boys' journey to escape the danger.

**Interpersonal:** In small group, discuss the hardship the boys went through to escape the war and the role of the older boys in the process.

**Intrapersonal:** Write or create a journal entry that reflects on a personally transformative experience while immigrating to the United States.

**Naturalist:** Analyze the parts of the textbook where nature was mentioned and how it helped the boys on their difficult journey.

**Existential:** Explain why the boys have to go through war and escape from it and lose their families.

**Lesson sequence:** 1. Linguistic activity 2. Mathematical-logical activity 3. Visual-spatial activity 4. Bodily-kinesthetic activity 5. Musical activity 6. Interpersonal activity 7. Intrapersonal activity 8. Naturalist activity 9. Existential activity.

**Assessment of learner outcome:** 1. The students create a list of irregular past tense verbs 2. They think-pair-share a story from their past using the verbs of past tense either regular or irregular.

<b>Lesson One</b>	
<b>Regular and Irregular Past Tense</b>	
<b>Content Objective:</b>	SWBAT discuss the difficult journey of the lost boys of Sudan and the role of older boys such as Garang in helping the boys throughout this dangerous journey.
<b>Academic Language Objective:</b>	SWBAT narrate the journey of the lost boys of Sudan and the role Garang had in this process using the language of past tense using “ed” at the end of regular verbs and follow the chart for irregular past tense verbs.
<p><b>Lesson Rationale:</b> This lesson will be taught after the class has finished reading the textbook of “Brothers in Hope.” The purpose of this lesson is for students to make connections to the text which is in the past tense voice to be able to narrate the story on their own and better understand the text. They will practice using “ed” to make regular past tense verbs and use a chart that includes the irregular past tense verbs. The students will learn that irregular past tense verbs don’t follow a specific rule. The students will connect different aspects of the story (themes, emotions, events, characters, etc.) to their own personal experiences, other new texts, and real-life events. The students will use text to analyze the story beyond its themes and characters through multiple intelligences inspired activities. After these lessons, students will move on to writing or creating their own immigration story and their summative assessment.</p>	
<b>Lesson Launch</b>	
<b>Prior Knowledge Assessment</b>	The textbook is a nonfiction that follows a timeline that looks like a journal. To better understand the idea of journaling, the students have been writing or drawing in their journals after reading this textbook. Therefore, the informal writing assessments have been completed in the journal. Each day that we read, students make a journal entry to check their understanding of the text. In addition to practicing summarizing the text, students

	<p>have been assessed on the past tense of verbs to give me an idea of how much they know and adjust my instruction. Students have already been informally assessed on text-to-self connections made throughout the story. Throughout this story, students have been asked to make comparisons of their own journey to the United States. These comparisons have stimulated connections between stories and helped students build empathy for the characters in the story. The purpose behind the comparison activities for students was to make text-to-self, text-to-text, and text-to-world connections.</p>
<p><b>Direct Explanation</b></p>	<p>Good readers make connections to the text while they read, just like you all did. That helped us understand the text and empathize with the characters. Also, good readers go beyond these connections even after they finish reading the text. Making connections and noticing specific structures after reading is crucial. It helps readers to comprehend the overall purpose of the text. Also, the more connections a reader makes to a text, the better the reader will be able to narrate their own stories. You will be learning how to form and use past tense verbs both with regular and irregular verbs. That means, this story will help you create your own story using the language of past tense.</p>
<p><b>Guided Practice</b></p>	<p>T: Today we will learn how to form and use both the regular and irregular past tense of verbs. You saw many examples in the story that we read together. Today we will learn how to use them through different activities.</p>

The teacher writes a sentence from the textbook that includes both regular and irregular past tense.

*When I turned eight-years-old, I began to tend some small calves on my own.*

T: Well, what do you notice about this sentence?

Ss: It is a sentence from our story book?

T: That is correct and what do you notice about the verbs? Are they in present or past tense?

Ss: The story is happened before.

T: Please come to the board and underline the verbs that you see in this sentence.

T: Right, the story which is a non-fiction happened in the past and the verbs are in the past too.

(One student volunteers to come to the board and underline the verbs in the sentence and some of the classmates try to help as well)

T: The first verb “turned” is called a simple past verb and the second verb “began” is called irregular past tense and both happened in the past but the way we write them are different.

T: I have another question. How do you know that a verb is in past tense or how to form one?

Ss: “ed”?

T: That is correct, but do we add “ed” to all verbs?

S: I think so.

T: Actually, the verbs that we can add only “ed” to their end are called the regular past tense and the one that we can’t add “ed” are called irregular past tense and we need to check them with the list that you are going to put together.

They don’t follow a rule and we need to

	memorize them like “begin”. The past tense for it is “began”.
<b>Multiple Intelligences Inspired Learning Activities</b>	
<b>Linguistic</b>	<p>In small groups, the students read through the textbook and identify any unfamiliar words and try to find their meaning using a dictionary.</p> <p>While reading the story, the students are asked to highlight the regular past tense verbs and highlight the ones that they think are irregular ones. As a part of their formative assessment, the students are asked to create a list of irregular past tense along with their present forms.</p>
<b>Mathematical-logical</b>	<p>In small groups, the students will read through the textbook and find events in order that they happened.</p> <p>The teacher explains that a timeline represents a sequence of events over a period of time and draws a timeline frame on the whiteboard and asks the students to copy that in their notebook. She starts by sharing the first event of the story so that the students have an idea of the activity. Later, they include more events to their timelines from the textbook chronologically.</p>
<b>Visual-spatial</b>	<p>The students watch a brief video on an immigrant student. The chosen <a href="#">video</a> has subtitles to help the ELs understand the story better. The video can be played multiple times so that the students understand the story better.</p> <p>Later, they are asked to draw pictures that shows at least 2 highlights from the interview of one of the students from the video.</p>

<b>Bodily-kinesthetic</b>	<p>In groups of 4 or 5, the students will role play different characters of the story including Garang, Chuti, Tom and some older boys.</p> <p>The groups take turns and act in front of the class.</p>
<b>Musical</b>	<p>Using the pictures they drew from the <a href="#">video</a>, the students take turns putting their drawings on the board and explain what they drew. They choose a background music from their phone to play while they are explaining.</p>
<b>Interpersonal</b>	<p>With a partner, the students take turns and use “out-loud problem-solving” to answer the questions the teacher provided to them. In this technique, the students talk about answers to a question while thinking about it.</p> <p>The questions are as follows:</p> <ol style="list-style-type: none"> <li>1. a. Describe the place or places where you grew up. What was your life like there?</li> <li>2. Why and how did you leave? Where did you go?</li> <li>3. Who came with you? Who did you leave behind? Why?</li> <li>4. What did you bring with you? What did you leave behind? Why?</li> <li>5. How did you feel when you left?</li> <li>6. Describe how your life is different where you live now.</li> </ol>
<b>Intrapersonal</b>	<p>In groups of three, the students will take turn and <b>describe</b> how they feel about the journey of the lost boys of Sudan and what they went through to get to safety.</p>
<b>Naturalist</b>	<p>Independently, the students go through the textbook and find parts that plants, or natural landscapes were mentioned and report back to class on why they were mentioned and how they might have</p>

	helped the boys in their dangerous journey.
<b>Existential</b>	As a class, we discuss <b>why</b> the boys had to go through this hardship to escape their homeland and even go deeper and ask <b>why</b> war must happen? The students think and share their thoughts.
<b>Formative Assessments</b>	
<b>Verb Lists</b>	Students will create a list of irregular past tense verbs. Using a dictionary, they will realize the difference between regular and irregular verbs and be able to sort them out.
<b>Think-Pair-Share</b>	<p>Students use the think-pair-share method to tell their partners about an event that happened in their past. The goal is to use either regular or irregular past, especially verbs from the lists they made.</p> <p>First, students will take notes about what they want to say. They can self-assess by comparing their notes to the verb list they have created. After that, students will retell their stories and give feedback to each other. They hear a variety of past tense verbs in addition to those they chose themselves. The teacher walks around and listen to students' stories, reaffirming their use of the past tense and corrects them if they used the wrong verb tense.</p> <p>Finally, students re-narrate to the class what they heard from their partners using either regular or irregular past tense of verbs.</p>

## Lesson Planning with the Multiple Intelligences

**Lesson title:** [Brothers in hope: the story of the lost boys of Sudan](#)

**Lesson objective:**

SWBA to identify cause-and-effect sentences before making them using key connectives.

SWBA to explain the cause-and-effect of war on Garang and other boys' lives.

**Anticipated learner outcome:** Students will narrate their immigration stories either orally or written using the language features of cause-and-effect.

**Classroom Resources or Materials:** Brothers in hope textbook, projector, pictures, music lyrics, graphic organizer, whiteboard and markers, laptops, and notebooks.

### Learning Activities

**Linguistic:** Students preview the key vocabulary and read the textbook as well as identifying the cause-and-effect language features such as *because, since, so, so that, as a result or therefore* as well as forming cause-and-effect sentences based on the textbook using the key language features.

**Mathematical-logical:** Students categorize the cause-and-effect of the lost boys 'journey in a labeled graphic organizer. Use and highlight the cause-and-effect language features.

**Visual-spatial:** Students create a poster that shows the cause and effect sentences they found from the textbook by drawing.

**Bodily-kinesthetic:** Mix and match activity. A series of cause-and-effect flash cards will be distributed among the students. The students will walk around the room to find the cards that complete their sentences.

**Musical:** Write a song lyric about the lost boys using the key language features of cause and effect.

**Interpersonal:** In small group, discuss the causes and effects of war on the lives of the lost boys of Sudan before and after their journey.

**Intrapersonal:** Write or create a journal entry that reflects on the reasons that lead to immigrating to the United States and the effects it had on their lives so far.

**Naturalist:** Students will describe the challenges that the people have to go through to escape when war happens in their country using the key language features of cause and effect.

**Existential:** Explain why the boys could not live in the camp for long.

**Lesson sequence:** 1. Linguistic activity 2. Mathematical-logical activity 3. Visual-spatial activity 4. Bodily-kinesthetic activity 5. Musical activity 6. Interpersonal activity 7. Intrapersonal activity 8. Naturalist activity 9. Existential activity.

**Assessment of learner outcome:** 1. Eliciting information to check students' lesson concepts understanding. 2. Mix and match activity.



<b>Lesson Two</b>	
<b>The Cause-and-Effect Language Features</b>	
<b>Content Objective:</b>	<p>SWBA to identify cause-and-effect sentences before forming them using key connectives.</p> <p>SWBA to explain the cause and effect of war and immigration in different parts of the world and people’s lives.</p>
<b>Academic Language Objective:</b>	<p>SWBAT explain the impact of war on people’s lives using the cause-and-effect language features such as <i>because, since, so, so that, as a result or, therefore.</i></p>
<p><b>Lesson Rationale:</b> The students need to learn the language of cause-and-effect to be able to relate it to real life. The central focus of this lesson is to teach the cause-and-effect language so that students describe the cause-and-effect of war and immigration on people’s lives using the signal words of cause-and-effect.</p> <p>The relationship between cause-and-effect is the goal in this lesson. The students learn how to identify the cause and effect separately and then connect the two sentences using the signal words of <i>because, since, so, so that, as a result or, therefore.</i> To build their critical thinking, they are asked to come up with different causes or effects regarding a certain topic and share it within their groups and classroom using the key connectives.</p>	
<b>Lesson Launch</b>	
<b>Prior Knowledge Assessment</b>	<p>The students already read the textbook “Brothers in Hope” and they are familiar with the concept of war and immigration. To activate their prior knowledge, I show them one of the pictures from the textbook and ask them why they think the boys are running away. After they figure out that it is related to the topic of war, I ask them to mention the causes that they might think of it without focusing on the signal words of cause-and-effect to elicit some answers to write on the board. The ELs might come up with different answers. By looking at the picture, I elicit statements with ....<i>because</i> ....to assess</p>

	<p>their prior knowledge about the cause-and-effect relationship.</p> <p>This lesson assumes students have had prior instruction on identifying pronouns, writing noun phrases, and sentences.</p> <p>Before showing the students how to write cause-and-effect sentences using its signal words, I ask them to join the sentences on the board we came up with as the causes-and-effects of war. I expect them to use the most common key connectives to connect the ideas rather than the more academic ones such <i>as a result or, therefore</i>. As the students say their examples, I make sure to write those which are different to show them other ways of connecting and writing sentences of cause-and-effect.</p>
<p><b>Direct Explanation</b></p>	<p>T: We have been talking about cause-and-effect in the past sessions. Authors use special words known as cause-and-effect signal words to help the readers understand which events cause other events. This makes the text easier to understand.</p> <p>Today we will be learning about how to identify and use these cause-and-effect signal words.</p> <p>When we read a passage, we can ask ourselves specific questions to figure out what caused something to happen. For example, these two sentences (writing on the board) “I forgot to charge up my phone last night, so that it died in the class today.” I can ask myself “what happened?” (The teacher underlines “my phone died in class today”), so it is the effect. And now I ask myself again why did it happen? The answer to the question of <i>why</i> is the cause of that. (The teacher</p>

	<p>underlines the sentence, “I forgot to charge up my phone last night”). After we found which sentence is cause and which one is the effect, we use specific connective key words such as <i>because, so that, so, and as a result</i> to connect the two sentences.</p>
<b>Guiding Practice</b>	<p>T: Well, today we are going to work on a couple of activities. I explained the ways we can find the cause and the effect by asking specific questions like what happened? Which helps us find the effect and asking why? To figure out the cause. Now let’s work on an example together. Let’s first repeat these words together.</p> <p>T: because. SS: because T: so that Ss: so that T: as a result Ss: as a result</p> <p>T: Now, look at these two sentences. (The teacher writes the sentence on the board) “Aiden was not able to go to soccer today because he had the flu.” What question do I need to ask myself to find the effect? Ss: What happened? T: Great. So, what happened? Ss: He couldn’t go to soccer today. T: Good, can you tell me what question should I ask myself to find the cause? SS: Why? T: Give me the full question. S1: Why couldn’t he go to soccer? T: Well? Ss: Because he had the flu. T: Very good. Class, remember that the phrase starting with because can come either before or after the main phrase</p>

	<p>which is the effect for example, “because he has the flu, he can’t go to soccer today”, or he can’t go to soccer today because he has the flu.”.</p> <p>T: Now, let’s work on a sentence from our textbook.</p> <p>“We decided it was best to walk at night and sleep in the forest during the day to avoid soldiers and the severe heat of the sun.”</p> <p>T: So, what happened?</p> <p>SS: They walked at night.</p> <p>Ss: They sleep in the forest.</p> <p>T: Why did they walk at night?</p> <p>SS: Because the soldiers see them??and sun is hot?</p> <p>T: That is correct. Who wants to connect these two sentences?</p> <p>Ss: Because the sun is hot, they walked at night.</p> <p>T: We need to use past tense for both sentences. So, we say, “they walked at night <i>because</i> the sun was hot.”</p>		
<b>Learning Activities</b>			
<b>Linguistic</b>	<p>Students preview the key vocabulary words and read the textbook as well as identifying the <b>cause-and-effect</b> language features such as <i>because, since, so, so that, as a result or therefore</i>. As they read, they try to find possible cause-and-effect relationships, and form new sentences using the key language features in their notebooks.</p>		
<b>Mathematical-Logical</b>	<p>The ELs will categorize the cause-and-effect sentences from the previous activity in a labelled graphic organizer.</p> <table border="1" data-bbox="873 1738 1414 1782"> <tr> <td data-bbox="873 1738 1144 1782">Cause</td> <td data-bbox="1144 1738 1414 1782">Effect</td> </tr> </table>	Cause	Effect
Cause	Effect		

	There was no food to be found.	We ate leaves and bark from the trees.
<b>Visual-spatial</b>	<p>For this activity, the teacher gives the students a picture of an earthquake aftermath. The word “Cause” is written above the picture. Then students draw arrows away from the picture and write the possible effects and later put them in sentences using key connectives. For example, the picture is of an earthquake, and is the cause. Some possible effects might be that the houses are destroyed, people got killed or injured, no water, no electricity, damages to railroads and bridges and so on.</p>	
<b>Bodily-kinesthetic</b>	<p><b>Mix and Match activity:</b>  T: Now, we are going to work on an activity as a class. It is called Mix and Match. Each of you are going to get a card that is either cause or effect. You need to walk around the class and find the match for your sentence to make a correct sentence. After you found the corresponding answer, you are going to read it to class with the signal word that you think is correct. (The teacher picks a card that says “I was late to the class today.” Later she asks two other students to come to the front and read a card that the teacher gave them, one of them has the correct piece.)  T: Ok, can you read your cards please.  S1: I jumped from a tree.  T: Can this be the cause of coming to class late?  Ss: No.  T: Can you read your card please?  S2: I missed the bus.  T: What about this one?</p>	

Ss: Yes,  
T: So why was I late for the class?  
Ss: Because you missed the bus.  
T: Good, is it the cause or effect?  
Ss: Cause?  
T: How did you find out?  
SS: Why?  
T: And the answer is because I missed the bus. Ok, now I'll give each of you a card. Go around and find your partner.  
(After the students found their partners, the teacher would ask them to share with the classroom and ask them questions to see if they can identify cause and effect sentences)  
T: Now that we learnt about how to find cause and effect, we are going to learn how to connect them using special signal words (writing on the board, so, as a result, and therefore). (The teacher asks a pair of students to come up with their mix and match cards to model an example of how to connect the two sentences)  
T: Ok, let's do an example together. Could you please read your sentences and tell me who has the cause and who has the effect card?  
S1: School was canceled.  
S2: We went to the mall.  
T: Why did you go to the mall?  
S2: Because school was canceled.  
T: So, what happened?  
S1: We went to the mall.  
T: And it is the ...?  
S1: Effect.  
T: Good and we can connect these two sentences using the signal words of cause and effect. We can say "the school was canceled so that or as a result (comma) we went to the mall".

<b>Musical</b>	The students listen to a music <a href="#">video</a> . They will have a copy of the lyrics of the song as well. In small groups, they are asked to write their own song lyrics about the lost boys using the key language features of cause-and-effect.
<b>Interpersonal</b>	In small group, discuss the causes and effects of war on the lives of the lost boys of Sudan before and after their journey.
<b>Intrapersonal</b>	Students write or create a journal entry that reflects on the reasons that lead to their immigrating to the United States and the effects it had on their lives so far.
<b>Naturalist</b>	Students will describe the movement pattern that usually people have to go through to escape when war happens in their country using the key language features of cause-and-effect.
<b>Existential</b>	Think-pair-share activity. Explain why the boys could not live in the camp for long.
<b>Formative Assessments</b>	
<b>Eliciting Information</b>	During the prior knowledge assessment, the teacher elicits information to check their understanding of the language objective and the sentences being talked about. The questions include the ones related to identifying the cause-and-effect as well. The questions are directed both to individual students and the whole class.
<b>Mix and Match Activity</b>	The mix and match activity ensures the use of specific questioning to meet the objective of the lesson of identifying the cause and effect. It is an opportunity for the teacher to listen to students while they are working to identify the struggling students and provide more examples and clarifications.

## Lesson Planning with the Multiple Intelligences

**Lesson title:** [Brothers in hope: the story of the lost boys of Sudan](#)

**Lesson objective:** Students will learn to use and form sentences with adverbial clauses of time.

**Anticipated learner outcome:** Students will narrate their immigration stories either orally or written using adverbial clause of time.

**Classroom Resources or Materials:** Brothers in hope textbook, Brothers in hope textbook, projector, whiteboard and markers, laptops, and notebooks.

### Learning Activities

**Linguistic:** Students preview the key vocabulary and read the textbook as well as identifying the sentences that contain adverbial clause of time such as *before, after, while and when*.

In pairs, the ELs take turns interviewing their partners using the questions that the teacher has provided.

**Mathematical-logical:** Students play a “We’ve Got It” game in groups of three.

**Visual-spatial:** Students create a slideshow that shows one day of their lives.

**Bodily-kinesthetic:** Students will visit the [Minnesota Institute of Art](#) to check out artwork and immigration stories of immigrant students in “your story, our story” exhibition.

**Musical:** Students play their favorite song for the class and try to detect the adverbial clause of time key connectives such as *before, after, while and when*.

**Interpersonal:** In pairs, the ELs intentionally use incorrect information using adverbial clauses of time such as *as before, after, while and when* so that their partners can repeat their sentences correcting the mistakes.

**Intrapersonal:** Students describe how you feel when you are trying to learn something new.

**Naturalist:** Students compare weather phenomena to some of your moods using adverbial clauses of time key connectives.

**Existential:** As a class we discuss the question of why some people’s lives are difficult and some have easier lives?

**Lesson sequence:** 1. Linguistic activity 2. Mathematical-logical activity 3. Visual-spatial activity 4. Bodily-kinesthetic activity 5. Musical activity 6. Interpersonal activity 7. Intrapersonal activity 8. Naturalist activity 9. Existential activity.

**Assessment of learner outcome:** 1. Fill in the blank 2. Correct punctuation



## Lesson Three

### Adverbial Clause of Time

**Content Objective:**

SWBA to identify sentences with adverbial clauses of time.  
SWBA to describe the lives of people who go through war and immigration using the adverbial clause of time.

**Academic Language Objective:**

SWBAT explain how war and immigration impacted the author's feelings using the adverbial clause of time.

**Lesson Rationale:** The purpose of the lesson is to teach the students the adverbial clause of time to be able to explain as well as write about the event in a more detailed way. They will learn about the specific adverbs of time used to describe the Garang' journey to safety as well as his feelings in the process. After the ELs are introduced to the key words- *before, while, after, and when*- they will learn about what a clause is and how it is formed.

Adverbial clauses of time are also parts of the English language that is used by the students in their everyday conversation, so explicit teaching of such structures will help them in their future writing and speaking.

In previous sessions, the students used graphic organizers to organize the events in the story. They are familiar with the main events of the story. Later, the students are asked to think of a similar event in their lives using the adverbial clause of time.

### Lesson Launch

**Prior Knowledge Assessment:**

This lesson assumes that students have had some prior knowledge of adverbs of time (*before, while, after, and when*), their meanings, organizing sentences and relating the events in the story using these adverbs and know what a clause is. Students usually have difficulties and make many mistakes when it comes to using adverbial clause of time. This happens for some reasons: first because they sometimes cannot understand the difference between the phrase and the clause so whenever they must complete a sentence with an adverbial clause of time,

	<p>they use a phrase instead. Also, there are cases when they mix the subordinator, and instead of using a time subordinator, they use a subordinator of another type of adverbial clause. Sometimes, students ‘sentences also contain mistakes regarding the tenses, it means they use different tenses in the main and subordinate clause and that’s why their sentences sometimes don’t make sense in English.</p> <p>Their textbook also includes multiple examples of adverbial clause of time.</p>
<b>Direct Explanation</b>	<p>The teacher tells the students that they will learn how to write sentences that contain adverbs of time. When they learn such structure, they will be able to write more precisely about the time of the events and their writing will have more variety than just short response sentences. Also, she will explain that changing the order of the sentence can make our writing more interesting.</p> <p>The teacher writes a sentence containing the new structure on the board:</p> <p><i>T: When it is time for lunch, you will walk to the cafeteria.</i></p> <p>Then the teacher asks: How many clauses does this sentence have? Which clause tells when? She will underline and read the clause.</p> <p>The teacher would show them the subject (you) and verb (will walk) of the main clause (independent clause) and explain that this is the main part of the sentence. The teacher writes two more sentences containing a <i>when</i> clause.</p> <p><i>T: When you finish your homework, you will play outside.</i></p> <p><i>T: When you return to class, we will read our books.</i></p>

	<p>Students read the sentences and discuss the meaning.</p> <p>The teacher will tell the students that the first clause tells when and tell them what clue helps them identify the “<i>when</i>” clause (the clause starts with when).</p> <p>Students identify when clause in the second sentence; underline the clause and identify the subject and verb of the when clause (you and return) and of the main clause (we and will have).</p> <p>Teacher refers to the first sentence again and ask: When will you walk to the cafeteria? Explain that to answer this question, they would respond with the entire clause. The students should be encouraged to respond with the when clauses.</p>
<p><b>Guided Practice</b></p>	<p>T: Today we have a couple of activities. First, we are going to do some fill in the blank activity using adverbs of time, <i>before, while, after and when</i> with the text that I will write on the board. Second, we will look at those sentences to see if we need to use a punctuation (comma) or not. Third, in pairs, you are going to work on some examples that I have for you on the papers to identify which activity in the clauses happened first or second.</p> <p>(The teacher will write the following text on the board with some blanks to elicit answers from the whole class.)</p> <p><i>On Saturday nights, my friend and I get together to watch a movie ..... he finishes his homework. ....he arrives my mom makes some snacks. We select a movie ..... he gets here. My friend heads home .... It gets dark.</i></p> <p>T: ok, let’s do the first part. Which adverb do you think we need to use here? Before, after or when?</p> <p>S1: when?</p> <p>T: why did you use when?</p>

S1: because when he finishes his homework, he can watch a movie with his friend.

T: the answer you gave me is an adverb of reason and can't be of time.

S2: no, after?

T: good, so after he did his homework, he watched a movie with his friend. Pay attention that we have two activities in the example that requires us to use adverbial clause of time to connect them. now can you tell me what kind of tense is used in the first example in both clauses?

Ss: present.

T: yes, both are present. If the verb in the main clause is present tense, the verb in the clause following the connective preposition is also present tense. Let's move on to the next blank. (the teacher read the sentence up to the blank part.)

Ss1: I don't know if she makes it before or after

T: what is your guess? Is it better to be ready before or after his friend arrives?

Ss: before.

T: That makes sense. Good. (The teacher reads the next sentence up to the blank)

Ss: can we say "after"?

T: What does everyone think?

Ss1: I think we use "after" for an activity that is finished. So, we can use after, I mean soon after it is done.

T: Your explanation is correct, but we use another adverb when we mean soon after an activity is done.

Ss2: Use when?

T: true, we use when in this blank. "we select a movie when he gets here." What about the next blank?

Ss1: before?

T: good that's correct. so, when does he head home?

Ss1: before it gets dark.

T: excellent, we use the whole adverbial clause of time to answer the question. So, for the next activity, I want you to tell me

the different order of the example we did on the board and tell me if we need to use a comma or not. What is the other order that we can say the first sentence?

Ss: my friend and I get together to watch a movie after he finishes his homework.

T: What is the other order?

Ss2: After he finishes his homework, my friend and I get together to watch a movie.

T: excellent, and can you tell me if we need a comma here or not? And why?

Ss: yes.

Ss1: because the adverb of time is in the beginning.

T: Very good. Let's do the next one.

"Before he arrives my mom makes some snacks."

Ss: "My mom makes some snacks before he arrives."

T: Good and do we need punctuations here? And why?

Ss: No, because the adverbial clause is the second.

T: good, so for the original sentence, we need to have a comma because the adverbial clause came in the beginning but not with the second order that you told me now.

(The teacher will continue with the next two sentences to see if the students can recognize which orders need the punctuations). Now, I want you to look at the text that I wrote on the board. Work with your partner and try to find out which activity was done first and which one is the second. For example, in this sentence "my mom makes the snacks before he arrives." Is the main clause the first activity or the adverbial clause?

Ss: which one is the main clause?

T: main clause if the one that can stand alone and isn't attached to an adverb.

Ss1: first his mom makes the snack.

T: good, so it is the first activity and before he arrives is the second activity.

	<p>Please work with your partner to do the other sentences.</p> <p>The students start working on the last activity in pairs. The teacher will circulate around to see how the students are doing and if she thinks they need more practice or explanations, she will provide more examples to work as a whole class.</p>
<b>Learning Activities</b>	
<b>Linguistic</b>	<p>Preview the key vocabulary and read the textbook as well as identifying the sentences that contain adverbial clause of time such as <i>before, after, while and when</i>.</p> <p>In pairs, the ELs take turns interviewing their partners using the questions that the teacher has provided.</p>
<b>Mathematical-Logical</b>	<p>Students work in groups of three. The teacher writes six categories on the board. Then, write any letter. Next, the students need to come up with a word in each category that begins with that letter. When the team has written a word for each category, all three members shout, "We've got it!" One member writes the words on the board. The group gets a point if the words are right and spelled correctly. Groups can work on one letter at a time, or the teacher can pick three or four letters for the first round. To make sure that the team members are working together, goal together, not separately, you can give each team a large piece of paper with all the categories so that they must write their words on it</p>
<b>Visual-Spatial</b>	<p>Independently, the students make a slideshow presenting their usual school day from morning to night. They can use different themes and add pictures or draw.</p>

<p><b>Bodily-Kinesthetic</b></p>	<p>Students go on a field trip to visit the <a href="#">Minnesota Institute of Art</a> to check out artwork and immigration stories of immigrant students in “your story, our story” exhibition.</p> <p>The ELs are asked to bring notepads to go around and take note of the stories they line up to later talk about them in the classroom.</p>
<p><b>Musical</b></p>	<p>The students are asked to play their favorite song for the class and the rest of the class try to detect the adverbial clause of time key connectives such as <i>before</i>, <i>after</i>, <i>while</i> and <i>when</i>.</p>
<p><b>Interpersonal</b></p>	<p>In pairs, the ELs intentionally use incorrect information using adverbial clauses of time such as <i>before</i>, <i>after</i>, <i>while</i> and <i>when</i> so that their partners can repeat their sentences correcting the mistakes.</p> <p>For example:</p> <p><i>S1: After I went to bed, I brushed my teeth.</i></p> <p><i>S2: you should say “after I brushed my teeth, I went to bed.”</i></p>
<p><b>Intrapersonal</b></p>	<p>The teacher asks the ELs to describe their feelings when they started to learning something new like driving, a new language, or riding a motorcycle.</p> <p>Did they feel excited?</p> <p>Were they stressed? And so on.</p>
<p><b>Naturalist</b></p>	<p>Compare weather phenomena to some of your moods using adverbial clause of time key connectives.</p> <p>Example: it is like a sunny day when I am happy and energized.</p>
<p><b>Existential</b></p>	<p>As a class we discuss the question of Why do some people lead a relatively easy life while others struggle all their life?</p>

### Formative Assessment

#### Fill in the Blank

For the first activity, the students fill in the blanks for a text that the teacher wrote on the board. They need to use the adverbial clause of time *after, while, before, and when*. If the teacher notices that students still need more practice, she will work on individual sentences with the whole class.

#### Correct Punctuation

For the second activity, the students will determine where to use the punctuation which is indirectly a way to familiarize them with how to identify the adverbial clause of time. If they can recognize which one is the adverbial clause of time in the beginning of the sentence, it means that they know that they have to use the comma.



## Lesson Planning with the Multiple Intelligences

**Lesson title:** Brothers in hope; the story of the lost boys of Sudan

**Lesson objective:** Students will learn to use and form sentences using the signal words of compare-and-contrast.

**Anticipated learner outcome:** Students will narrate their immigration stories either orally or written using the signal words of compare-and-contrast.

**Classroom Resources or Materials:** Brothers in hope textbook,

### Learning activities

**Linguistic:** Students preview the key vocabulary and read the textbook as well as identifying the signal words of compare-and-contrast.

Write a letter to one of the boys from the book comparing your story with theirs using the signal words of compare-and-contrast.

**Mathematical-logical:** Students will use similar and different information from the text to create a graphic organizer (Venn diagram).

**Visual-spatial:** Students create an advertisement comparing their favorite brand of snack with another brand.

**Bodily-kinesthetic:** Students make puzzle cards after drawing the logo of their favorite sports' team logo.

**Musical:** Students explain how two of their favorite pieces of music are similar or different after playing them in their groups.

**Interpersonal:** Students explain the similarities and differences between their immigration story and the textbook with the help of key word connectives using the Venn diagram they created from the previous activity.

**Intrapersonal:** ELs think and share how they would react differently if they were Garang in the story of Brothers in hope.

**Naturalist:** Students explain similarities and differences between two different animal species or plants of their choice.

**Existential:** ELs discuss the question "where do we go when we die?"

**Lesson sequence:** 1. Linguistic activity 2. Mathematical-logical activity 3. Visual-spatial activity 4. Bodily-kinesthetic activity 5. Musical activity 6. Interpersonal activity 7. Intrapersonal activity 8. Naturalist activity 9. Existential activity.

**Assessment of learner outcome:** 1. Venn diagram 2. Find the signal words

## Lesson Four

### Language of Compare and Contrast

<b>Content Objective:</b>	SWBA to identify sentences that compare-and-contrast. SWBA to describe the lives of people who go through war and immigration using the signal words of compare-and-contrast such as <i>while, but, unlike, like, similar (to), too</i> .
<b>Academic Language Objective:</b>	SWBAT describe how war and immigration impacted the author's life and feelings using signal words of compare-and-contrast such as <i>while, but, unlike, like, similar (to), too</i> .
<p><b>Lesson Rationale:</b> Comparing and contrasting is a very important skill that students will need to use throughout their language and academic learning experience. Therefore, students will need to be highly comfortable with the academic language of comparing and contrasting. Students will use connectors such as <i>however, but, similar to, like and too</i> to compare and contrast in order to make their language stronger.</p> <p>To participate in this lesson students will have to be familiar with adjectives and other parts of speech and the different creatures talked about in the text. It would be helpful to also remember connectives that are used in different contexts. Also, the goal of this lesson is to enable the students to identify the signal words of comparison and contrast as well as the items and ideas being compared. As the follow up, they will practice more as their summative assessment to write the sentences to show the relationships through compare-and-contrast between or among the creatures.</p>	
<b>Lesson Launch</b>	
<b>Prior Knowledge Assessment</b>	The students already read the textbook and they are familiar with different signal words of compare-and-contrast. The errors that might be expected to happen is related to the fact that the students think that they need to compare-and-contrast the feelings and events in general and not the way they do to other things. So that, the teacher needs to make

	<p>sure to clarify the activity and what the outcome should look like.</p>
<p><b>Direct explanation</b></p>	<p>It is important for good writers to be able to use language in a way that gives lots of detail. This way they give us elaborate information to answer some questions such as how things or people are different or similar.</p> <p>Comparison and contrast are ways of looking at objects and thinking about how they are similar (alike) and different. When you compare, you are stating similarities. When you contrast, you are stating differences. The signal words or phrases that they use are called compare-and-contrast keywords to show how something or someone is similar or different. When we read a text that includes such a language, we can imagine the picture in our head by relating similar and different characteristics, events and feelings that the writer is trying to convey.</p>
<p><b>Guided Practice</b></p>	<p>T: today we are going to work on a couple of activities. First, we are going to look at different signal words we can use to compare-and-contrast. Later, you are going to work on different texts to identify and answer some questions on comparison and contrast and finally we use your graphic organizers (venn diagrams) to make some sentences using the signal words.</p> <p>Now, I am going to hand out the paper that listed the comparison and contrast signal words and we are going to work on some examples together. (The teacher reads through the list and students repeat after her).</p>

T: Do you remember we talked about what is compare-and-contrast?

S: compare is when we look for similar things.

T: good and what about contrast?

S: different than?

T: yes, the things that are different when we are comparing things or people or event ideas. As you see there is a long list of these signal words, but you don't need to use all of them for now.

T: Now, let's look at this text that I put up on the board and find the signal words together.

*“In the half century between 1860 and 1910, some 23 million foreigners migrated to America. Like the case before the Civil War, most of them came in search of better economic opportunities. But there were new forces at work in both the United States and Europe which interacted to attract ever-increasing numbers of immigrants.”*

T: ok, let's read together. “In the half century between 1860 and 1910, some 23 million foreigners migrated to America.

Do you see a signal word?

S: no

T: Who wants to read the next sentence?

S: Like the case before the Civil War, most of them came in search of better economic opportunities.

T: Do you see the signal word?

Ss: yes, like

T: Very good, Does show similarity or difference?

SS: similarity

T: And the next sentence?

	<p>S: But there were new forces at work in both the United States and Europe which interacted to attract ever-increasing numbers of immigrants</p> <p>S1: and...</p> <p>T: “and” shows addition to something already mentioned, but it is a addition transitional word</p> <p>S2: but....</p> <p>T: good. similarity or difference?</p> <p>S: difference.</p> <p>T: Now, I want you to pair with the person sitting next to you and work on the next paragraph I projected on the board and find the signal words. Later each pair shares with the class.</p> <p><i>“Sleep has always been a fascinating topic. We spend about one-third of our adult lives sleeping. Most animals sleep in a similar fashion - they collapse and relax their muscles. In contrast, birds and horses sleep upright, with their antigravity muscles at work. Most of us complain when we have not gotten several hours of sleep. Yet some people sleep for an hour or less a day and lead otherwise healthy and normal lives.”</i></p> <p>Pairs work in pairs to find the signal words before sharing with class.</p>
<b>Learning Activities</b>	
<b>Linguistic</b>	<p>The ELs preview the key vocabulary words and read the textbook as well as identifying the signal words of compare-and-contrast such as <i>while, but, unlike, like, similar (to), too</i>.</p> <p>Later, they write a letter to one of the boys from the book comparing their</p>

	immigration stories with theirs using the signal words of compare-and-contrast.
<b>Mathematical-Logical</b>	Students will use similar and different information from the text to create a graphic organizer (Venn diagram).
<b>Bodily-Kinesthetic</b>	The ELs are think about their favorite sports team and look up the logo of the team online. Later, they draw it on a big cardboard and cut in in different shapes to create puzzle pieces.
<b>Visual-Spatial</b>	On their iPad or in a computer lab, the ELs create an advertisement <a href="#">online</a> for their favorite snack. Later, they compare their ads with the original ad.
<b>Musical</b>	The ELs explain how two of their favorite pieces of music are similar or different after playing them in their groups.
<b>Interpersonal</b>	The ELs try to find and explain similarities and differences between their own immigration experiences and Garang with the help of key word connectives of compare-and-contrast using the Venn diagram they created from the previous activity.
<b>Intrapersonal</b>	In their journals, the ELs write how they would react differently if they were Garang in the story of Brothers in hope.
<b>Naturalist</b>	Think-pair-share. The ELs think about similarities and differences of two different animal species or plants of their choice, in pairs they discuss and then share with the classroom.
<b>Existential</b>	As a class, ELs discuss the question “where do we go when we die?”
<b>Formative Assessment</b>	
<b>Venn Diagram</b>	For this activity, the students work in groups and look at their venn diagram from the previous session and try to

	make at least two sentences using the signal words of comparison and contrast. The teacher continues to elicit more sentence examples. The students are going to come up with more sentences to write their paragraph at home with the help of a venn diagram and sentence frame that they have.
<b>Find the signal words</b>	The ELs pair with the person sitting next to them and work on the paragraph that the teacher projected on the board and find the signal words. Later each pair shares with the class.

**Unit Summative Assessment**

**A Written Personal Immigration Narrative:**

Students will write their personal narratives that reflect their experiences immigrating to the United States. Students will include and describe their setting and characters. Students will use past tenses of verbs, adverbial clauses of time, cause-and-effect, compare-and-contrast, and a variety of sentence structures using different functions of the English language.

**Visual Personal Immigration Narrative:**

Students will explain their immigration story using a form other than writing. They will narrate the setting and characters using different functions of English language. Their stories can be drawing, a video, or a slides presentation. They will present their project to the class orally.

**Summative Assessment Rubric**

Excellent	These students can discuss and write multiple and complex sentences related to their immigration story. They will easily use a variety of key connectives. Their ideas are coherent and organized than those on previous levels. These students should demonstrate their ability to correctly relate cause-and-effect relationship, use past
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	tense verbs either regular and irregular, compare-and contrast key words, and adverbial clause of time.
Very good	Students at this level write sentences that are more expanded and somehow complex to organize the ideas in their immigration story. They might use past tense verbs either regular and irregular, some compare-and contrast sentences using key words, and adverbial clause of time. These students should demonstrate their ability to correctly relate cause-and-effect relationships using some of the key connectives.
Needs improvement	These students are able to use short and some expanded sentences to explain the cause or the problem mentioned in the story using the connective words to relate it to the effect or outcome. These students should demonstrate their ability to correctly relate at least two cause-and-effect relationships from the story using one of the key connectives. They also use at least 3 irregular and regular past tense verbs, as well as a few compare-and-contrast sentences with common key connective. Also, they might use a few adverbial clauses of time with correct key words and punctuation.



**Regular and Irregular Past Tense Pre-assessment**

<b>Regular Past Tense</b>	<b>Irregular Past Tense</b>
Maria.....her bus to school this morning. (miss)	I.....tea half an hour ago. (drink)
They.....their room blue. (paint)	She.....them in a restaurant. (meet)
My father..... The garage on Sunday. (clean)	The family ..... dinner in their favorite restaurant. (eat)
We.....Spain two years ago. (visit)	Sheila .....to her friend on the phone last night. (speak)
My grandparents.....us last weekend. (call)	The taxi driver.....us to the airport. (drive)
My teacher .....me my paper. (hand)	My mom ..... me a gift for my birthday. (get)

**Write the correct past tense verbs.**

Clear.....	Ask.....
Wear.....	Arrive.....
Buy.....	find.....
Look.....	Leave.....
Know.....	Move.....

**Cause-and-Effect Pre-assessment**

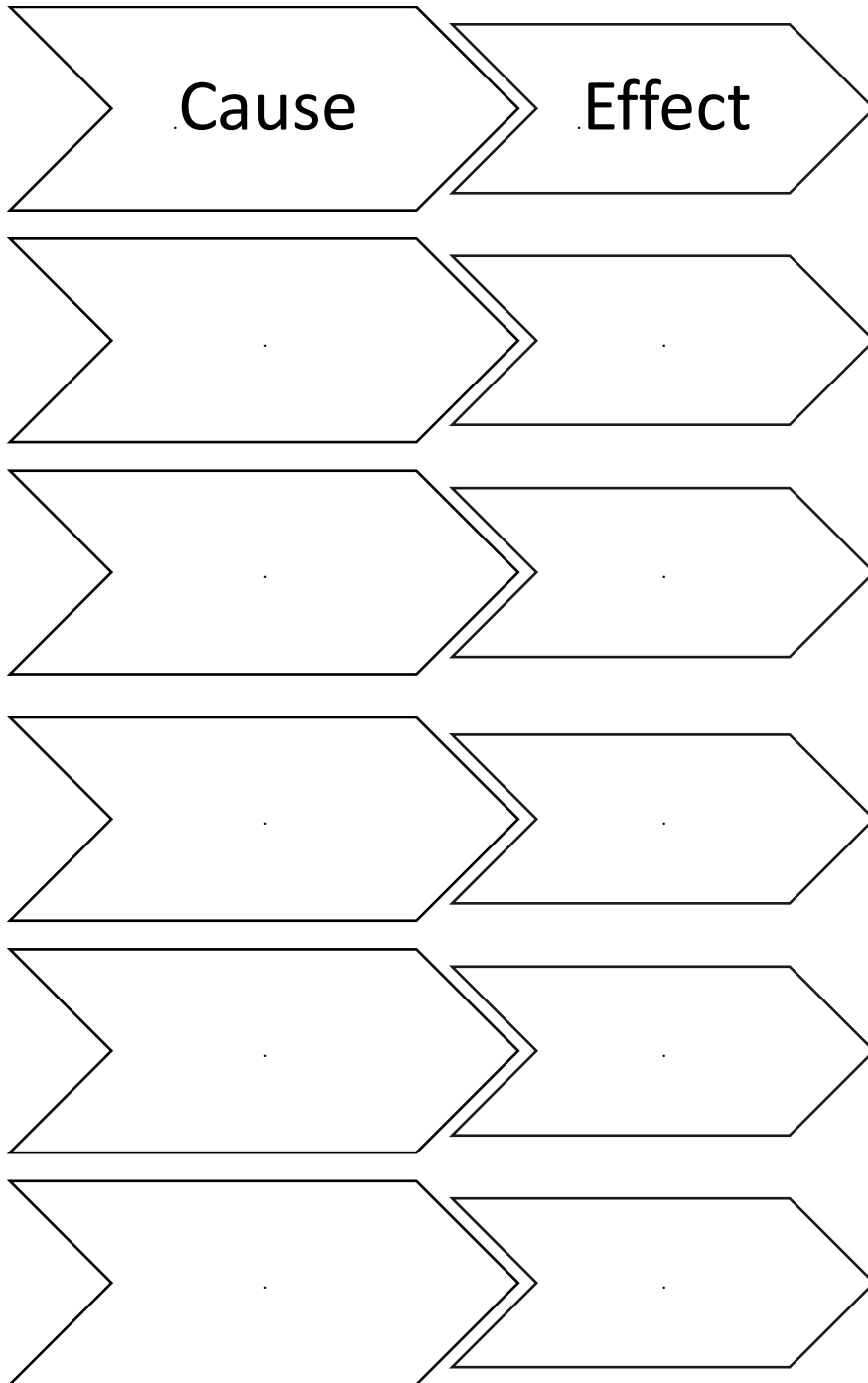
Effect	Cause
<p><b>Connect effect to the correct cause.</b></p> <p>-we couldn't go to school today.                      -She didn't have her water bottle with her.</p> <p>-The flowers started to bloom.                      -The washer is broken.</p> <p>-Clara was thirsty.                      -He was very sick.</p> <p>Our clothes are dirty.                      -My cell phone battery was dead.</p> <p>-Miguel missed his class.                      -There was a snowstorm.</p> <p>- I couldn't call my mom yesterday.                      -Spring came early</p>	
<p><b>Draw the effect for each cause.</b></p> <p>Because Bella missed the bus.</p>	<p>Because Ross slipped on the ice.</p>

Cause and effect mix and match activity:

The vase is broken.	I bumped into the table.
The baby is crying.	He is hungry.
She has a shovel and a bucket.	She will build a sandcastle.
The cake was left on the counter all night.	It is spoiled.
The milk was left out of the refrigerator.	It is sour.
The car went through the red light.	The driver got a ticket.



**Cause and Effect Graphic Organizer:**



## **We Are the World**

### **Song by U.S.A. for Africa**

There comes a time  
When we heed a certain call  
When the world must come together as one  
There are people dying  
Oh, and it's time to lend a hand to life  
The greatest gift of all  
We can't go on  
Pretending day-by-day  
That someone, somewhere soon make a change  
We're all a part of God's great big family  
And the truth, you know, love is all we need  
We are the world  
We are the children  
We are the ones who make a brighter day, so let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me  
Oh, send them your heart  
So they know that someone cares  
And their lives will be stronger and free  
As God has shown us by turning stones to bread  
And so we all must lend a helping hand  
We are the world  
We are the children  
We are the ones who make a brighter day, so let's start giving  
Oh, there's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me  
When you're down and out, there seems no hope at all  
But if you just believe there's no way we can fall  
Well, well, well, well let us realize  
Oh, that a change can only come  
When we stand together as one, yeah, yeah, yeah  
We are the world  
We are the children  
We are the ones who make a brighter day, so let's start giving  
There's a choice we're making  
We're saving our own lives

It's true we'll make a better day, just you and me  
We are the world  
We are the children  
We are the ones who make a brighter day, so let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and mee  
We are the world (are the world)  
We are the children (are the children)  
We are the ones who'll make a brighter day, so let's start giving (so let's start giving)  
There is a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me  
Oh, let me hear you!  
We are the world (we are the world)  
We are the children (said we are the children)  
We are the ones who'll make a brighter day so let start giving (so let's start giving)  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me, come on now, let me hear you  
We are the world (we are the world)  
We are the children (we are the children)  
We are the ones who'll make a brighter day so let's start giving (so let's start giving)  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me, yeah  
We are the world (we are the world)  
We are the children (we are the children)  
We are the ones who'll make a brighter day so let's start giving (so let's start giving)  
There's a choice we're making  
And we're saving our own lives  
It's true we'll make a better day, just you and me  
We are the world (are the world)  
We are the children (are the children)  
We are the ones who'll make a brighter day so let's start giving (so let's start giving)  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me  
We are the world, we are the world (are the world)  
We are the children, yes sir (are the children)

We are the ones that make a brighter day so let's start giving (so let's start giving)  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day, just you and me, ooh-hoo!  
We are the world (dear God) (are the world)  
We are the children (are the children)  
We are the ones that make a brighter day so let's start giving (all right, can you hear  
what I'm saying?)  
There's a choice we're making, we're saving our own lives

**Source: LyricFind**

#### Adverbial Clause of time Pre-assessment

**Fill in the blanks with key connectives of adverbial clause of time *while, after, when, and before.***

1. ....was waiting for my mom to pick me up, someone called my name.
2. The plane left.....we go to the airport.
3. Our city' electricity problems will be fixed.....a new generator is installed.
4. ....I got home from school, I started doing my assignments.
5. We can leave .....we change our clothes.
6. ....mailing a letter, we should put stamp on it.
7. Please turn off the lights.....the classroom.
8. The rain started.....we got home, we were lucky.
9. Every night, I read.....getting sleepy.
10. ....I opened the door, the guests arrived.





**Compare and Contrast Pre-assessment**

**Identify if each sentence is comparing or contrasting as well as the signal words.**

1. When I'm at the library I usually study unlike at home I read books.

Signal word..... Compare/contrast.....

2. Similar to dolphins. The sharks are fast at swimming.

Signal word..... Compare/contrast.....

3. Jane likes donuts while on the other hand her brother like cookies.

Signal word..... Compare/contrast.....

4. I studied for my math test as opposed to for my tennis competition.

Signal words..... Compare/contrast.....

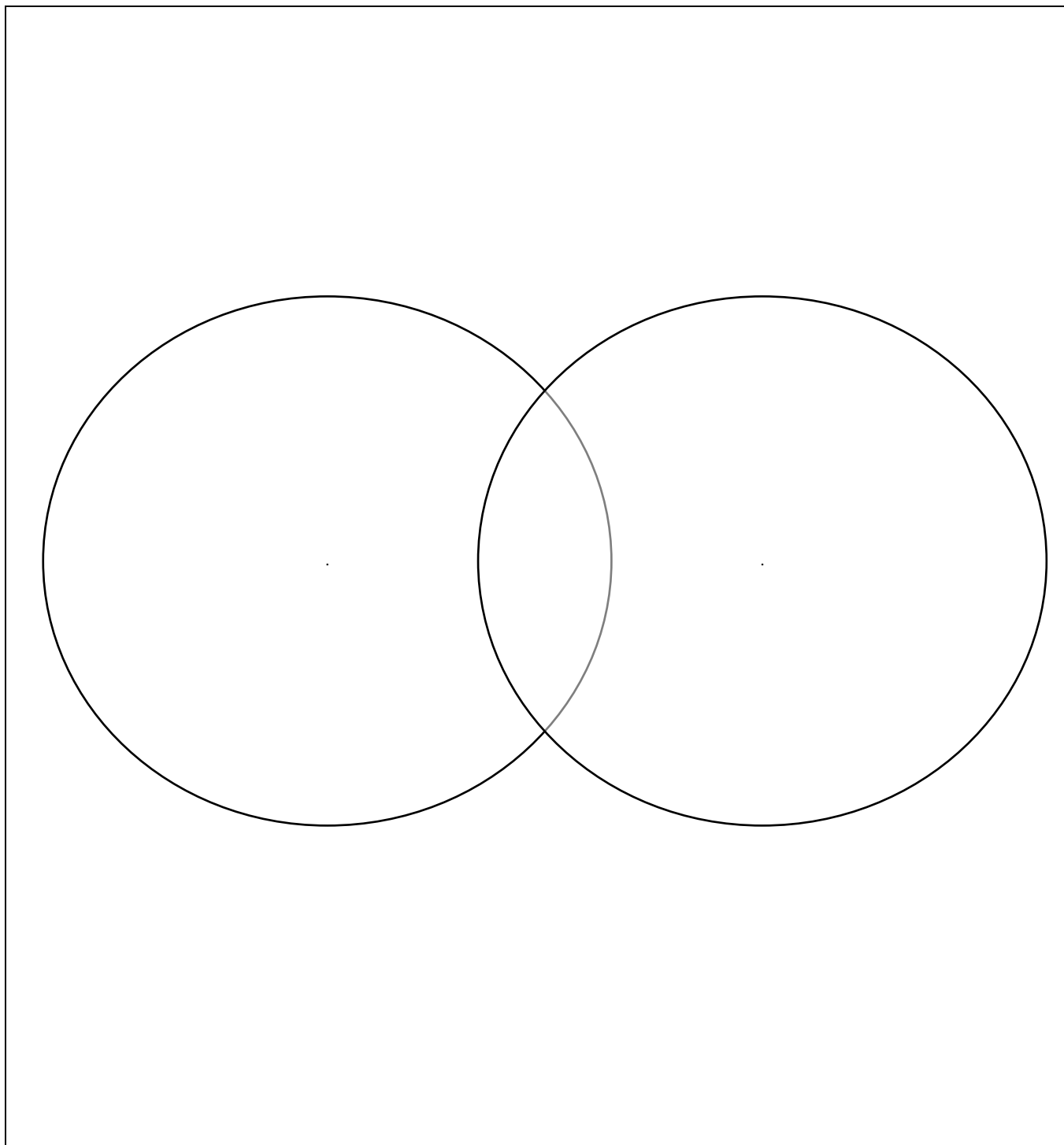
5. My brother is bald just like his great grandfather.

Signal word..... Compare/contrast.....

**Draw a line from each word to either compare or contrast.**

	Like	
	Rather than	
	As well as	
	Likewise	
	Unlike	
<b>Compare</b>	Just as	<b>Contrast</b>
	Different from	
	Same as	
	On contrast to	
	whereas	

# Venn Diagram Template



## Words Used to Compare and Contrast

### Compare

Same

Similarly

Similar

In the same way

The same as

Both

Like

In common

As well

Also

### Contrast

Differ

Different

Difference

However

But

Like

Although

Even though

On the other hand

while

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