

## Making a Difference

See the *Making a Difference* main lesson for core instruction. Use this ELL Plus card to build essential background knowledge about new concepts and words and to adapt the main lesson to include extra scaffolding.






### Planning Overview

#### Concepts

Students may need extra help with the following ideas or concepts:

Navy and military • Arts and music • Media • Civil rights

#### Vocabulary

Familiar Concepts, New Words	New Concepts and Words	Challenging Concepts	Idioms
<b>fill</b> (v.)  <b>fold</b> (v.)  <b>pocket</b> (n.) <b>narrow</b> (adj.) <b>scratch</b> (v.) 	<b>sigh</b> (v.)  <b>adjust</b> (v.) <b>miserable</b> (adj.) <b>furniture</b> (n.) <b>interested</b> (adj.)	<b>struggle</b> (n.) <b>senior citizen</b> (n.) <b>spiraling</b> (adj.)  <b>impress</b> (v.) <b>hesitant</b> (adj.)	<b>make a difference</b> <b>take a moment</b> <b>head for</b>



#### On-the-Spot Vocabulary

- Words in the above list that are labeled with the On-the-Spot icon can be taught at the time students encounter these words in the book. Strategies for teaching on-the-spot vocabulary include pantomiming, gesturing, showing real objects ("realia"), pointing to pictures, and doing quick draws.
- The following terms found in this book are also on-the-spot vocabulary: *achievement*, *civil rights*, *difference*, and *famous*. These words are important for understanding the book but can be explained briefly as students encounter them rather than being pre-taught.

# Adapting the Main Lesson

Use the suggestions below to adapt the During Reading and After Reading sections of the *Making a Difference* main lesson.

## During Reading

### Guide the Reading

#### Focus the Reading

While providing prompts to help students set purposes, work together as a group to find the answers instead of having students read silently. Be sure that they understand the Think Aloud and questions. The following words and phrases are on-the-spot vocabulary terms that can be taught as the group encounters them in the book: *fill* (v., p. 2), *sigh* (v., p. 2), *fold* (v., p. 5), *spiraling* (adj., p. 11), and *scratch* (v., p. 20). You can use the following strategies to teach on-the-spot vocabulary: pantomiming, gesturing, using real objects (“realia”), pointing to pictures, or doing quick draws. For example, you can use pantomiming or demonstrations to show meanings of verbs, such as *sigh* and *scratch*.

Discuss the concept of cause and effect.

- Explain that a cause is an action or event that makes something else happen. The effect is the action or event that happens. Model by giving an example of cause and effect, such as getting hungry and going to the kitchen for a snack.
- Ask students to tell another cause and effect they have experienced today.
- Continue by having students work in pairs or small groups to identify other causes and effects.
- Tell the students to listen very carefully for causes and effects in the book.
- Read aloud page 2. Invite volunteers to tell a cause and effect from this page.

### Read with a Partner

Instead of having students read the whole book silently, have them read the book with a partner.

- Tell partners to take turns reading each sentence on a page orally.
- When pairs finish each page, have them stop and tell each other any causes and effects they read about.
- Remind students to use self-stick notes to mark any unfamiliar words or concepts.
- Have students record their observations in their response journals.

## After Reading

### Build Comprehension Strategies

Make sure students thoroughly understand the questions in the Build Comprehension Strategies section of the main lesson. For example, before asking students about the sections of the story that tell about the past, ask them what is meant by *the past*. Then have them find the pictures in the book that show scenes from the past.

### Assessment

#### Comprehension Check Retelling

Use the following definitions to create a rubric for English language learners.

**Complete:** Student retells the story accurately without prompting.

**Adequate:** Student retells the story accurately with some prompting.

**Limited:** Student remembers a few details from the story but has trouble retelling the story completely and in the proper sequence, even with prompting.

#### BLM: Comprehension Identifying Cause/Effect

Read the directions with students. Before having them complete the ELL Plus blackline master, read the effects as a group. Explain to students that the word *because* is an important clue word. It signals that a cause will follow.

#### Fluency Practice

Students can use the Gear Up! Digitized Libraries to help them read more fluently. Have them follow along as the book is read to gain exposure to the correct modeling of English pronunciation, intonation patterns, and tone. Then have students read with a partner to help them develop fluency in English.

Name \_\_\_\_\_

## Ella's Day

- **Directions:** Read each sentence in the "Effect" column. Write why each event happened on the lines provided in the "Cause" column.

Effect		Cause
The apartment building had ramps.	because	<hr/> <hr/> <hr/> <hr/>
Ella's grandfather went on a sea voyage.	because	<hr/> <hr/> <hr/> <hr/>
The magazine hired Ms. Leavy as an editor.	because	<hr/> <hr/> <hr/> <hr/>
Mr. Dennis became a musician.	because	<hr/> <hr/> <hr/> <hr/>

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