

ED 389 199

FL 023 406

AUTHOR Gastellum, David; And Others
 TITLE A Historical Odyssey: Research of the Opposing Perspectives of the Battle of San Pasqual. A Specially Adapted Unit Plan for Secondary Educational Sheltered/Bilingual Programs. [A Fully Integrated Instructional Unit.]
 PUB DATE 23 May 95
 NOTE 278p.; For related instructional units, see FL 023 405-410. Photographs and illustrations may not reproduce clearly.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
 EDRS PRICE MF01/PC12 Plus Postage.
 DESCRIPTORS *Bilingual Education; Community Involvement; Elementary Education; English (Second Language); *History Instruction; Lesson Plans; *Limited English Speaking; Parent Participation; Poetry; *School Community Programs; Secondary Education; *Secondary School Curriculum; Second Language Learning; Self Esteem; State Departments of Education
 IDENTIFIERS *Sheltered English

ABSTRACT

This lesson plan uses a poem about a specific battle as the starting point for a secondary educational sheltered/bilingual program for limited-English-proficient (LEP) students in San Diego, California. The plan is to use primary and secondary documentation to view both sides of the battle that prompted the writing of the poem. Goals of the program include greater student self-esteem and greater understanding of a historical event through improved reading, writing, and overall expression in the English language. Homework and parent/community involvement activities are suggested, and photos and drawings of relevant places which help to explain the situation are included. Much historical background is provided, including an actual bullet (not included here). (NAV)

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ED 389 203

FL 023 410

AUTHOR Yturralde, Nancy
 TITLE Transportation, with Sub-Themes Communities and Careers. [A Fully Integrated Instructional Unit.]
 PUB DATE 95
 NOTE 69p.; For related instructional units, see FL 023 405-409.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
 LANGUAGE English; Spanish

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Bilingual Education; Community Involvement; English (Second Language); *Grade 1; *History Instruction; Lesson Plans; *Limited English Speaking; Native Language Instruction; Parent Participation; Primary Education; *Science Instruction; Second Language Instruction; Second Language Learning; Self Esteem; State Departments of Education; *Transportation
 IDENTIFIERS California; Content Area Teaching

ABSTRACT

This lesson plan for the first grade uses information on transportation, with sub-themes of communities and careers, to provide history/social science education for limited-English-proficient (LEP) students in San Diego, California. Activities and materials from the State scholastic science kit are also used, as are songs, poems, music, and games. Instructional components include second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. The time span of the lesson plan is 3-5 weeks. Language levels include pre- and early production, speech emergence, and intermediate fluency. (NAV)

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ED 389 201

FL 023 408

AUTHOR Kuehl, Matt; And Others
 TITLE Fossils and Dinosaurs--A Fully Integrated Instructional Unit.
 PUB DATE 22 May 95
 NOTE 31p.; For related instructional units, see FL 023 405-410.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Community Involvement; Cooperative Learning; *Dinosaurs; Educational Objectives; *English (Second Language); Grade 2; Grade 3; Homework; Lesson Plans; *Limited English Speaking; Parent Participation; Primary Education; Science Education; Second Language Instruction; Second Language Learning; Self Esteem; Spanish; State Departments of Education; Student Evaluation; Whole Language Approach

ABSTRACT

This lesson plan for the second and third grades uses information on dinosaurs, their adaptations and survival, to provide science education for limited-English-proficient (LEP) students in San Diego, California. The primary text is "Los Dinosaurios Gigantes," a core literature book used in the school district. Lessons are based on the whole language philosophy and cooperative grouping strategies, exploring language arts/science, mathematics, social studies, and English language development. Hands-on activities and opportunities are highly recommended. The lesson unit is for one week, 25-30 minutes per day. Language levels include pre- and early production, speech emergence, and intermediate fluency. Instructional components are second language development, primary language instruction, specially designed academic instruction in the second language, cross-cultural/self-esteem building, and parent/community involvement. Instructional objectives, unit goals, homework, and assessment are described. Appendixes contain English and Spanish handouts. (Contains 7 references.) (NAV)

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ED 389 200

FL 023 407

AUTHOR Van Heukelem, Tom; Mercado, Maria de Jesus
 TITLE The Solar System/El Sistema Solar--A Fully Integrated Instructional Unit.
 PUB DATE 15 May 95
 NOTE 19p.; For related instructional units, see FL 023 405-410.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Bilingual Education Programs; *Bilingual Instructional Materials; Community Involvement; Educational Objectives; English (Second Language); Grade 2; Homework; Immersion Programs; Lesson Plans; *Limited English Speaking; Native Language Instruction; Parent Participation; Primary Education; *Science Education; Second Language Instruction; Second Language Learning; *Solar System; Space Sciences; Spanish; State Departments of Education

IDENTIFIERS *Two Way Bilingual Education

ABSTRACT

This lesson plan for the second grade uses information on the solar system to provide science education for limited-English-proficient (LEP) students in San Diego, California. The lesson has been developed to be taught in a bilingual class, a Spanish-language immersion class, or a two-way bilingual class. Lessons are arranged so that native English speakers can assist the non-native speakers. The lesson unit is for one week, 25-30 minutes per day. Language levels include pre- and early production, speech emergence, and intermediate fluency. Instructional components are second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. Instructional objectives, unit goals, homework, and assessment are described. Included is a vocabulary development talking chart in English and Spanish. (NAV)

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ED 389 198

FL 023 405

AUTHOR Caldwell, Natalie R.; Downs, Mary Ann
 TITLE The Gold Rush--A Fully Integrated Instructional Unit.
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 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Community Involvement; Educational Objectives; *English (Second Language); *Grade 4; *History Instruction; Intermediate Grades; Lesson Plans; *Limited English Speaking; Parent Participation; Portfolio Assessment; *School Community Programs; Second Language Learning; Self Esteem; State Departments of Education; Student Evaluation; Units of Study; Vocabulary Development

IDENTIFIERS Content Area Teaching

ABSTRACT

This instructional unit is aimed at Grade 4, limited-English-proficient (LEP) students in language arts, mathematics, social studies, science, music, art, physical education, and drama. It uses the California "Gold Rush" historical time period to teach students English language, concentrating on pre-production, early production, speech emergence, and intermediate fluency. The lesson plan includes a description of the theme and rationale of the unit, content outline, instructional objectives, and description of assessment. The unit is to be taught over 1 week, in 40-minute lessons, and includes a day-by-day lesson content, with vocabulary building lists. Homework assignments and parent/community involvement are suggested. Instructional components include English language development, primary language instructions, especially designed academic content in English, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

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