

# Green Eggs and Ham by Dr. Seuss - A Lesson Plan Based on

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Behavior- Overview: Friendly, helpful, positive, good at individual and group work.	Followed all directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed a high level of motivation, cooked together with his or her parents, and tried and enjoyed the food he or she cooked.	Followed most directions. Took part in all activities. Was helpful to others and shared many ideas. Tried new things. Showed some level of motivation, cooked together with his or her parents, but refused to try the food he or she cooked.	Did not follow all directions. Took part in most activities. Was helpful to others and shared some ideas. Said some negative things about others. Tried new things. Showed little motivation, did not cook together with his or her parents, and refused to try the food he or she had to cook.	Did not follow directions. Said negative things about other people and the project. Was not helpful. Showed no motivation, did not cook together with his or her parents, and refused to try the food he or she had to cook.
Research- Overview: Found information and took notes	Followed all the instructions in the worksheets and carried out all the exercises in the Moodle platform. Is aided by parents and has taken notes about the activities together with them.	Followed all the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Is aided by parents. Has not taken notes about the activities.	Followed some of the instructions in the worksheets and carried out some of the exercises in the Moodle platform. Is aided by parents. Has not taken notes about the activities.	Has not followed the instructions in the worksheets nor carried out the exercises in the Moodle platform. Has not communicated with parents about the activities.

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	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Amount of Information: Content-compatible language	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as frying pan, fork, knife, taste, good, bad, water, yuck, plate, dish, recipe, etc. with ease.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as frying pan, fork, knife, taste, good, bad, water, yuck, plate, dish, recipe, etc. with some difficulty.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as frying pan, fork, knife, taste, good, bad, water, yuck, plate, dish, recipe, etc. with great difficulty, resorting to the mother language.	Content-compatible language: the student can use in the classroom to communicate his or her ideas words such as frying pan, fork, knife, taste, good, bad, water, yuck, plate, dish, recipe, etc. resorting to the mother language too often.
Content-Amount of Information: Content-obligatory language	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as eggs, ham, boat, goat mouse, house, vocabulary related to the poem and about the colours, etc. with ease.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as eggs, ham, boat, goat mouse, house, vocabulary related to the poem and about the colours, etc. with some difficulty.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as eggs, ham, boat, goat mouse, house, vocabulary related to the poem and about the colours, etc. with great difficulty, resorting to the mother language.	Content-obligatory language: the student can use in the classroom to communicate his or her ideas words such as eggs, ham, boat, goat mouse, house, vocabulary related to the poem and about the colours, etc. resorting to the mother language too often.

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	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content-Amount of Information: BICS	BICS: The student is proficiently able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Is able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is basically able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is correctly able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language at times. Is barely able to follow a conversation answering to peers' and teachers' questions.	BICS: The student is improvably able to communicate in English his or her ideas about the project combining content-compatible and content-obligatory language in a correct way. Resorts to mother language often. Is not yet able to follow a conversation answering to peers' and teachers' questions.

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Content- Amount of Information: CALP	CALP: The student can use technical or academic terms such as vegetables, legumes, fruits, bulbs, leaves, roots, the name of the different vegetables, legumes, etc.	CALP: The student shows that he or she needs more exposure to technical or academic terms such as vegetables, legumes, fruits, bulbs, leaves, roots, the name of the different vegetables, legumes, etc.	CALP: The student shows that he or she needs far more exposure to technical or academic terms such as vegetables, legumes, fruits, bulbs, leaves, roots, the name of the different vegetables, legumes, etc.	CALP: The student shows that he or she needs serious improvement about the knowledge of technical or academic terms such as vegetables, legumes, fruits, bulbs, leaves, roots, the name of the different vegetables, legumes, etc.

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	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Content- Overview: The four Cs	The student shows a high level of understanding of the activity and relates it to his or her experience with ease, communicating how his or her parents helped him or her, how he or she examined the kinds of vegetables, legumes, and fruits, etc.	The student shows a good level of understanding of the activity and relates it to his or her experience with some difficulty, communicating how his or her parents helped him or her, how he or she examined the kinds of vegetables, legumes, and fruits, etc. Resorts to mother language at times.	The student shows a decent level of understanding of the activity and relates it to his or her experience with great difficulty, communicating how his or her parents helped him or her, how he or she examined the kinds of vegetables, legumes, and fruits, etc. Resorts to mother language often.	The student shows an improvable level of understanding of the activity and relates it to his or her experience with great difficulty, not doing his or her best to communicate how his or her parents helped him or her, how he or she examined the kinds of vegetables, legumes, and fruits, etc. Resorts to mother language very often.

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Content- Overview: Bloom's Revised Taxonomy	The student is proficiently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with enthusiasm, showing great interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is correctly able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family with some enthusiasm, showing some interest in the outcome and the whole process and carrying out all the activities with motivation, creativity and care.	The student is decently able to culminate the pyramid of Bloom's Revised Taxonomy carrying out the reading of the poem, the recipe, and tasting it together with his or her family little enthusiasm, showing some interest in the outcome and the whole process and carrying out some of the activities with motivation, creativity and care.	The student is improvably able to culminate the pyramid of Bloom's Revised Taxonomy not carrying out the reading of the poem, the recipe, nor tasting it together with his or her family with no visible enthusiasm, showing little interest in the outcome and the whole process and not carrying out the activities with motivation, creativity and care.

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\_\_\_\_ I was friendly, helpful, and had a positive attitude. I enjoyed reading the story of Green Eggs and Ham and decided to try the food I cooked together with mommy and daddy.

\_\_\_\_ Mommy and daddy have helped me with the exercises. I have carried out all the activities in the worksheets and Moodle platform. I was good working on my own and with my classmates.

\_\_\_\_ I know many new words from the poem and recipe! Words like yuck, fork, plate, and dish. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

\_\_\_\_ I know many new words from the poem and recipe! Words like eggs, ham, boat, and goat. They are very interesting words and I use them to communicate with the teacher, my classmates, and mommy and daddy.

\_\_\_\_ I can talk with my classmates, my teacher, and mommy and daddy about the colours and food and vegetables and recipes, all in English!

\_\_\_\_ I can distinguish different types of vegetables and know what a legume, a root, a bulb, a seed are and can distinguish them.

\_\_\_\_ I can talk with mommy, daddy, the teacher, and my classmates about how many kinds of vegetables, legumes, and fruits there are and I am not afraid to try them anymore. They are tasty!

\_\_\_\_ I have cooked with my parents! I loved reading the poem in groups, and also had a great time trying the Green Eggs and Ham recipe. I can't wait to try new vegetables, legumes, and fruits!