Who's a Noodlehead?
Students use humorous "noodlehead" stories from around the globe to learn about world cultures.

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<th>Author</th>
<th>Cheryl Wiens</th>
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<tr>
<td>Grade Level</td>
<td>6-7</td>
</tr>
<tr>
<td>Duration</td>
<td>3 class periods</td>
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**SIOP Elements**

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<th>Grouping Option</th>
<th>Application</th>
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**Integrating Processes**

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**Application**

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<th>Hands on</th>
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**Assessment**

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<th>Group</th>
<th>Written</th>
<th>Oral</th>
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**TESOL Standard(s)**

Example that you will paste here:

**Goal 2, Standard 3**
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

**Arizona ELL I Reading Standard**

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas. 
Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.
Intermediate: The student will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

**Arizona ELL III Reading Standard**

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas. 
Beginning: The student will identify main ideas and key details of text. 
Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.
Who's a Noodlehead?

**Arizona ELL I Writing Standard**

Writing Applications: The student will express in writing his or her own thinking and ideas.
- **Beginning**: The student will respond with drawings to stories dramatized or contextualized by the teacher.
- **Intermediate**: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

**Arizona ELL III Writing Standard**

Writing Applications: The student will express in writing his or her own thinking and ideas.
- **Beginning**: The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by topics and ideas that are broad and simplistic.
- **Intermediate**: The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

**Overview**

The human characteristics of places around the world form a cultural mosaic. Looking at differences in cultures is illuminating because we are reminded of our human commonalities. One way to look at differences and similarities in our world's cultural mosaic is through folk tales.

**Key Vocabulary**

Culture – beliefs and behaviors that are learned from the people around us
Climate – average amount of rain and temperature for a place
Lifestyle – how a person lives
Economy – the amount of money a country has

**Additional Materials Needed for ELL**

- Vocabulary cards
- Xerox copies of pages to be read out of the Noodlehead book
- Handout 1 Culture-grams for Indonesia, Philippines, Puerto Rico, and Russia Answer Key with highlighted details
- Noodlehead Tales: Who’s a Noodlehead? Handout 2 ELL 3
- Writing a Noodlehead Summary—Handout 3 for ELL 3

**Assessment for ELL1 for Noodlehead Tales**
Handout 4

**Procedures**

1. Lead the class in a discussion defining culture. What makes a culture? Answers should include: social behavior patterns, arts, beliefs, institutions, language, products of human thought, and artistic activity. Ask students to share customs from their cultural backgrounds. (Preparation: Linking to background)

2. Put an overhead of the world map on the projector. Locate the countries (Puerto Rico, Indonesia, Philippines, and Russia) by coloring and labeling. Students will color and label on their outline maps. (Scaffolding: Modeling)

3. Pass out the vocabulary cards to ELL students. Discuss the vocabulary words that are used as major labels in Handout 1. (Scaffolding: Comprehensible Input)
4. As a group, read Handout 1, overview of the four countries and their cultures.  
(Grouping Option: Whole class) Talk about commonalities and differences between the countries. Have the ELL students highlight the paragraphs as they are read. Use red for land and climate. Use blue for people. Use yellow for lifestyle. Use green for economy. Model how to only select the key words.  
(Application: Promotes engagement) (Scaffolding: Modeling)

5. Discuss characteristics of noodlehead stories. (A noodlehead does something foolish. For instance, some noodleheads think they are being clever by following directions, but they act very idiotically. Some noodleheads look for a complicated solution to a simple problem. Some noodleheads create a problem that never existed and then try to solve it. Other noodleheads think they are someone else when they wear another person's clothes, or believe they are wearing clothing when they are not.)

6. Xerox the pages of the Noodlehead book that you will be reading and give these to ELLs so they can follow along as you read. (Integrating Processes: reading and listening) Read aloud the four noodlehead tales, leaving out any names of countries. As the students listen, they will match the titles to the countries and their cultures on Handout 2.

Assessment

ELL 3--Handout 2 can be graded to see if the student can match the country to the story. Mastery will be considered 2 out of the 4 stories. Some attempt needs to be made to explain why they selected that country in the explanation section.

ELL 1—can just match the country to the story in Handout 2. No written explanation will be given. Mastery will be considered 2 out of the 4 stories.

ELL 3 can write a summary on one of the countries from his/her highlighted Handout 1. Use Handout 3 for instructions.

ELL 1 can fill in the graphic organizer, Handout 4, to show elements of culture of one of the countries described on Handout 1.

Mapwork can be graded for both ELL 1 and 3.

These assessments can be done with a partner or as an individual. (Assessment: Individual or Group)