

Lesson Plan Template

Instructions: This lesson plan template provides a space for you to plan lessons around a model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities							SI Strand(s)														
<p>Lesson Title: Knowledge Opens Doors: Malala’s Story</p> <p>Content Area: ELA Grade Level(s): 9-10</p> <p>Unit Description: This lesson can be a part of a larger unit with the essential question, “How does knowledge open doors?” Since Malala has captured the attention of the world in recent news stories, it would be great to add the perspective on the importance of education from a teenager and also incorporate activities to build student listening comprehension skills.</p> <p>Length of lesson: two 45-minute class periods Number of ELs: 30</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Proficiency Levels</th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Classroom Setting: mainstream/sheltered classroom</p> <p>Program Model:</p> <p>Other relevant student information:</p>							Proficiency Levels							ELs (numbers and/or names)							
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<p>Standards and Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 5%;"></th> <th style="width: 45%;">Language Objectives</th> <th style="width: 50%;">English language proficiency standards</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">1</td> <td>SWBAT actively listen to a news video clip and note key vocabulary words.</td> <td> WIDA: ELD Standard 1: English language learners communicate for social and instructional purposes within the school setting. ELD CA: 1. B Interpretive: Listening actively to spoken English in a range of social and academic contexts </td> </tr> </tbody> </table>								Language Objectives	English language proficiency standards	1	SWBAT actively listen to a news video clip and note key vocabulary words.	WIDA: ELD Standard 1: English language learners communicate for social and instructional purposes within the school setting. ELD CA: 1. B Interpretive: Listening actively to spoken English in a range of social and academic contexts	<u>DEFINE</u>								
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2	SWBAT take notes in graphic organizers to assist in writing out full sentences with appropriate grammar and mechanics.	<p>WIDA: ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD CA: 1.C Productive: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	
3			
	Content Objectives	Content Standards	
1	SWBAT use academic vocabulary to write summary statements about information presented in a news video.	CC.9-10.W.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
2	SWBAT participate in constructive conversations with peers to discuss the theme "Knowledge opens doors."	CC.9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
3			

<u>Incorporating all four language domains</u>				Define
Identify how each of the language demands of the tasks are related to each language domain.				
	Written		Oral	
Recep	Reading Students will read each other’s writing (questions and summary statements)		Listening Students will listen for understanding and record key vocabulary in a GIST template	
Productiv	Writing Students will complete a KWL Chart and write a summary using conventions of grammar		Speaking Students will generate questions with their peers, share video summaries and answer a critical thinking connections question	
<u>Key language for students</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)				
General academic language			Language specific to the content area	
Writing who/what/where/when/why/how questions using correct grammatical structure Summarizing information succinctly Chronology of events/ cause and effect			Key words about video content would include: Taliban, targeted, Colt 45, terrorists, champion, Nobel Peace Prize	
<u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)				
Have a large KWL chart prepared on the board or Smartboard and type in students’ responses as they are elicited so everyone can see them.				
Review key terms specific to the video prior to showing it, use choral response				
Allow students to re-watch the video on individual devices; pause and replay; and use slow-down speech feature if needed				
<u>How the lesson will incorporate bilingualism/students’ native languages as resources</u>				
Students will be paired with native language peers for support as applicable; they will also have access to bilingual dictionaries.				
Students will be asked to read and share stories about educational activists in their native countries.				
<u>Materials and Texts</u>				
Name	Genre (e.g., narrative)	Level	Connection to Sts (What will this mean to them? How can you make it even more meaningful?)	
VIDEO CLIP FROM ABC NEWS	INFORMATIONAL / NEWS		This clip is about a teenager their own age who is making a powerful difference in the world.	
Supplementary Materials and Realia				
				Apply

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<ul style="list-style-type: none"> • Elicit various pairs’ oral responses. • Closure: Return to the L part of our chart, what have we learned? Student can finish this for homework if necessary. • Connections/Extension: “What similarities and differences exist between Malala’s fight for the right to education for all children and the other activists we have been studying?” <p>Assessment: activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p> <p><u>Students will be assessed through a range of tools including:</u></p> <ul style="list-style-type: none"> • Previewing activity responses • Oral Questioning of individual students throughout the lesson. • Monitoring progress on KWL and GIST handouts • Listening to conversations with peers • Summary statements 	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>The Malala story ties in well with questions about Nobel Peace Prize winners and nominees. Ask students why they believe she won the Nobel Peace Prize, and have them brainstorm and research other notable figures they would recommend for nomination. Students could conduct research in the library (using print and online resources) and create a shared Google slideshow of their nominees.</p>	Cultivate

Name _____

Date _____

KWL CHART
Topic: Malala's Story

What do I <u>Know</u> about this topic?	What do I <u>Want</u> to Learn?	What did I <u>Learn</u> ?

=====

Getting the Gist: “Malala’s Story”

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1. Watch the video clip and write down 10 key words most important to understanding the video:

2. Write a two-sentence summary of the video using as many of your key words as you can:

3. Compare your summary with another student in class. Together, explain how this video is connected to the essential question, “How does knowledge open doors?”

Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. These activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

Modify

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

Cultivate

- **Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom****
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**