

Lesson Plan Template

Instructions: This lesson plan template provides a space for you to plan lessons around the Education Connections 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: <u>The Quest</u></p> <p>Content Area: <u>ELA</u> Grade Level(s): <u>6-8</u></p> <p>Unit Description: This lesson can be incorporated into various units of instruction through the process of Discovery Listening. Discovery Listening provides an effective strategy for promoting listening comprehension. Learners “notice” how they are processing language and mistakes they make, and “discover” reasons for listening difficulties. “The Impossible Dream/ The Quest” lyrics and music is one of a number of listening contexts that can be used with the Discovery Listening strategy. The lyrics provide meaningful context and invites learners to understand the main theme presented in the lyrics of the song and then make personal connections and expand on the theme through a variety of activities including discussion, writing assignment, oral or technology presentations.</p> <p>Students should be paired to complete tasks where pair work is indicated. Tasks are designed to ensure that all students are actively engaged in the learning process; peer feedback is incorporated in completion of some tasks; less proficient students have a chance to experience success</p> <p>Length of lesson: <u>Two class sessions at 45-mins each</u> Number of ELs: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Proficiency Levels</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Program Model: Sheltered Instruction</p> <p>Other relevant student information: _____</p>		Proficiency Levels						ELs (numbers and/or names)						<p>Define</p>
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<p>Standards and Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #d9ead3;"> <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 style="padding: 5px;">SWBAT use the Discovery Listening process to comprehend song lyrics and their meaning</td> <td style="padding: 5px;"> CA ELD Standards Grades 6-8: Interacting in meaningful ways 1B.5; 1B.8; 1C.12 WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts </td> </tr> </tbody> </table>			Language Objectives	English language proficiency standards	1	SWBAT use the Discovery Listening process to comprehend song lyrics and their meaning	CA ELD Standards Grades 6-8: Interacting in meaningful ways 1B.5; 1B.8; 1C.12 WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts	<p>Define</p>						
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2	SWBAT identify vocabulary related to the topic/theme of The Impossible Dream/The Quest.	WIDA ELD Standard 1: English Language Learners communicate for social and instructional purposes within the school setting CA ELD Standards Grades 6-8: Interacting in meaningful ways 1A.1; IIC.6; IIC.7
3	SWBAT collaborate with peers to expand context vocabulary, and transfer learning to write a short essay on the theme of The Impossible Dream and a personal connection.	WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts
Content Objectives		Content Standards
1	SWBAT identify main ideas and themes of lyrics to the Impossible Dream/The Quest.	<p>CCSS.ELA-Speaking and Listening Standards-Comprehension and Collaboration. 6-8.1.b-d: Engage collaboratively in a range of collaborative discussions</p> <p>CCSS.ELA-Speaking and Listening Standards-Comprehension/Collaboration.6-8.2: Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study</p> <p>CCSS.ELA-Language Standards-Knowledge of Language.6-8.3.a-b: Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>CCSS.ELA-Speaking and Listening Standards-Presentation of Knowledge and Ideas.6-8.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes</p> <p>CCSS-ELA-Language Standards-Vocabulary Acquisition and Use.6-8.4a-d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content</p> <p>CCSS-ELA-Language Standards-Vocabulary Acquisition and Use.6-8.5.C: Distinguish among the connotations of words with similar denotations</p> <p>CCSS-ELA-Language Standards-Vocabulary Acquisition and Use.6-8.6</p>

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2	<p>SWBAT make personal connections related to the theme of the Impossible Dream</p>	<p>CCSS.ELA-Reading Standards for Literature-Integration of Knowledge and Ideas. 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text, including what they see and hear when reading the text to what they perceive when they listen or watch</p> <p>CCSS.ELA-Reading Standards for Literature-Key Ideas and Details. 6-8.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>CCSS.ELA-Reading Standards for Literature-Craft and Structure.6-8.4: (6) Determine the meaning of words and phrases as they are used in a text</p> <p>CCSS.ELA-Reading-Range of Reading and Level of Text Complexity. 6-8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>
3		<p>CCSS-ELA-Writing Standards-Text Types and Purposes.6-8.2: Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>CCSS-ELA-Writing Standards-Production and Distribution of Writing.6-8.4-6</p> <p>CCSS-ELA-Writing Standards-Range of Writing.6-8.4-10</p>

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<p><u>Incorporating all four language domains</u></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1"> <thead> <tr> <th></th> <th>Written</th> <th>Oral</th> </tr> </thead> <tbody> <tr> <th>Receptive</th> <td> <p>Reading</p> <p>Reading song lyrics to compare with listening comprehension; learning vocabulary words in context, review what peers have written during Discovery Listening process and essay drafts</p> </td> <td> <p>Listening</p> <p>Listening to song lyrics for vocabulary related to context and to record what they heard</p> <p>Listening to peers during collaboration tasks</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>Recording vocabulary and song lyrics for each step in the Discovery Listening process</p> <p>Writing an essay</p> </td> <td> <p>Speaking</p> <p>Collaborating with peers to share ideas, provide feedback, and negotiate on completion of a task</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p>Reading</p> <p>Reading song lyrics to compare with listening comprehension; learning vocabulary words in context, review what peers have written during Discovery Listening process and essay drafts</p>	<p>Listening</p> <p>Listening to song lyrics for vocabulary related to context and to record what they heard</p> <p>Listening to peers during collaboration tasks</p>	Productive	<p>Writing</p> <p>Recording vocabulary and song lyrics for each step in the Discovery Listening process</p> <p>Writing an essay</p>	<p>Speaking</p> <p>Collaborating with peers to share ideas, provide feedback, and negotiate on completion of a task</p>	Define
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<p><u>Key language for students</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1"> <thead> <tr> <th>General academic language</th> <th>Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td> <p>Offering ideas; making suggestions – I think that, In my opinion, How about? What about? What do you think about? Maybe, perhaps, Could we say that in a different way? Let’s ____</p> <p>Providing feedback : You ____very well, I like the way you phrased that/put that, I liked____, You might want to think about____, This might be a better way to say that</p> <p>Negotiating to reconstruct song lyrics: I think I heard____, What did you hear? We agree on this sentence but what about the next one? Tell me what you think?</p> <p>Essay writing: Introduction, main ideas (the message is about, it describes (talks about), use of present and future tenses</p> </td> <td> <p>Vocabulary related to the theme of The Impossible Dream/The Quest (descriptive adjectives; negative forms: Quest, dream, foe, brave, courage, glorious, weary, hopeless, reachable, unreachable, possible, impossible, bear, unbearable, beat, unbeatable, right, unrightable</p> </td> </tr> </tbody> </table>		General academic language	Language specific to the content area	<p>Offering ideas; making suggestions – I think that, In my opinion, How about? What about? What do you think about? Maybe, perhaps, Could we say that in a different way? Let’s ____</p> <p>Providing feedback : You ____very well, I like the way you phrased that/put that, I liked____, You might want to think about____, This might be a better way to say that</p> <p>Negotiating to reconstruct song lyrics: I think I heard____, What did you hear? We agree on this sentence but what about the next one? Tell me what you think?</p> <p>Essay writing: Introduction, main ideas (the message is about, it describes (talks about), use of present and future tenses</p>	<p>Vocabulary related to the theme of The Impossible Dream/The Quest (descriptive adjectives; negative forms: Quest, dream, foe, brave, courage, glorious, weary, hopeless, reachable, unreachable, possible, impossible, bear, unbearable, beat, unbeatable, right, unrightable</p>	Modify					
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<p><u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <ul style="list-style-type: none"> • Activate prior knowledge to see what students know about Quests (students select the best answer to the multiple choice question in the Introduction of the lesson). • Give an example of a personal quest and ask for volunteers to share a personal quest. • Use the “star” word cloud to identify words students heard during the first listening. 											

Lesson Information and Activities SI Strand(s)

Apply

1. Explain the Discovery Listening process – Students listen to a song 4 times and complete the task following each listening. For the first listening, just listen.
2. After listening, students complete Part A for first listening. Place a checkmark in the appropriate box. Teacher asks for a show of hands to see how much students understood. Assure students that as they listen each time, they will understand more of the lyrics.

	100% - all information
	75% - most information; some unfamiliar words
	50% - some information; many unfamiliar words
	Very little information; most words were unfamiliar or could not be understood

3. Students complete Part B: Circle words in the Star word cloud they heard in the first listening of the song.



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<p>4. Students listen to the song again and write down in the box on the worksheet other key words they hear related to the title of the song in the box on the handout.</p> <p>5. Students complete Part A: circle the words they don't understand (problem words) in the box and then complete the chart by entering those words they are unfamiliar with or don't understand (still confusing) in Column 1. In column 2, they enter a number to indicate the type of problem they have understanding the word.</p> <p>6. Students work with a partner to find the meaning of all confusing words (partner knowledge of</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: yellow;"> <th style="padding: 5px;">Column 1</th> <th style="padding: 5px;">Column 2</th> <th style="padding: 5px;">Column 3</th> </tr> </thead> <tbody> <tr style="background-color: yellow;"> <td style="padding: 5px;">Words that are still confusing</td> <td style="padding: 5px;"> What problem(s) did you have in understanding or recognizing the word? (choose all that apply) <ol style="list-style-type: none"> 1. I couldn't hear which sound it was 2. I couldn't separate the words 3. The word was new to me (never heard it before) 4. I couldn't understand the pronunciation 5. Other _____ </td> <td style="padding: 5px;">Find the meaning (dictionary or classmate)</td> </tr> </tbody> </table> <p>word, dictionary, translator).</p> <p>7. Students listen a third time to the song (third listening). This time they collaborate with a partner to write the complete lyrics, line by line in the box on the worksheet.</p> <p>8. Students collaborate with another pair of students to compare lyrics, get feedback, and make corrections.</p> <p>9. Students listen a fourth and final time and indicate their understanding by checking the appropriate box.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="width: 30px; height: 20px;"></td> <td style="padding: 5px;">100% - all information</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="padding: 5px;">75% - most information; some unfamiliar words</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="padding: 5px;">50% - some information; many unfamiliar words</td> </tr> <tr> <td style="width: 30px; height: 20px;"></td> <td style="padding: 5px;">Very little information; most words were unfamiliar or could not be understood</td> </tr> </tbody> </table> <p>10. Students compare the lyrics they wrote from listening with a text of the lyrics</p> <p>11. Explain the final task to students and answer any questions.</p>	Column 1	Column 2	Column 3	Words that are still confusing	What problem(s) did you have in understanding or recognizing the word? (choose all that apply) <ol style="list-style-type: none"> 1. I couldn't hear which sound it was 2. I couldn't separate the words 3. The word was new to me (never heard it before) 4. I couldn't understand the pronunciation 5. Other _____ 	Find the meaning (dictionary or classmate)		100% - all information		75% - most information; some unfamiliar words		50% - some information; many unfamiliar words		Very little information; most words were unfamiliar or could not be understood	<p>Apply</p>
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<p>Online or hard cover bilingual dictionaries</p> <p>Modifications</p> <ul style="list-style-type: none"> First revision of paragraph and/or writing of second paragraph can be completed as a homework assignment More proficient students can interview a classmate/relative about a personal quest and then write about their classmate’s personal quest and how it compares to one they have. Use lesson as a lead in to reading Don Quixote de la Mancha <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>Formative Assessment</p> <ul style="list-style-type: none"> Students provide an example or definition of quest after initial discussion to activate prior knowledge and build context Completion of chart with problem words and correct definitions First draft of essay (any drafts before the final draft is completed and turned in) Reflections of what went well, strategies used to complete each task, what is still difficult to achieve <p>Summative Assessment</p> <ul style="list-style-type: none"> Student responses with how well they understood the information after the fourth listening of the lyrics Students’ reconstruction of the lyrics of the song and comparison of actual lyrics Song lyrics activity to identify synonyms Final draft of essay to show understanding of vocabulary and the theme of the song 	<p>Apply and Cultivate</p>
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Expand the lesson to give students time to discuss ideas for a personal quest with parents, siblings outside of the classroom. Students can interview a friend or relative and write about their personal quest/struggles and how they overcame it.</p> <p>Students discuss their personal quest and get ideas from others as to how they would achieve the quest. Students then decide which ideas they might incorporate.</p>	<p>Cultivate</p>

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections 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**