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)			
Lesson Title: The Quest						Define		
Cont	Content Area: ELA Grade Level(s): 6-8							
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.								
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								
Leng	th of lesson: Two	class sessions	at 45-mins each	ı	Number of	f ELs:		
Proficiency Levels								
ELs (numbers and/or names)								
Program Model: Sheltered Instruction Other relevant student information:								
Stan	dards and Objectiv	<u>res</u>						Define
				language profici	_			
	SWBAT use the Discovery Listening process to comprehend song lyrics and their meaning meaningful ways 1B.5; IB.8; 1C.12							
1	WIDA ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts							

Lesson Information and Activities						
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				
	SWBAT identify main ideas and themes of lyrics to the Impossible Dream/The Quest.	CCSS.ELA-Speaking and Listening Standards- Comprehension and Collaboration. 6-8.1.b-d: Engage collaboratively in a range of collaborative discussions				
		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				
		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				
1		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				
		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				
		CCSS-ELA-Language Standards-Vocabulary Acquisition and Use.6-8.5.C: Distinguish among the connotations of words with similar denotations				
		CCSS-ELA-Language Standards-Vocabulary Acquisition and Use.6-8.6				

Lesson Plan Template

Lesson Information and Activities S						
	SWBAT make personal connections related to the theme of the Impossible Dream	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				
2		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				
		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				
		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, land poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range				
3		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				
		CCSS-ELA-Writing Standards-Production and Distribution of Writing.6-8.4-6				
		CCSS-ELA-Writing Standards-Range of Writing.6-8.4-10				

	Lesson Information	on and Activities	SI Strand(s)		
Incorporating all four language domains					
Receptive Receptive	Discovery Listening process and essay drafts Writing Speaking				
Offer In myou that Provided Way mig better Neg head sent what Essa mes	ering ideas; making suggestions — I think that, my opinion, How about? What about? What do think about? Maybe, perhaps, Could we say in a different way? Let's viding feedback: You very well, I like the you phrased that/put that, I liked, You ht want to think about, This might be a ter way to say that gotiating to reconstruct song lyrics: I think I ard, What did you hear? We agree on this tence but what about the next one? Tell me at you think? By writing: Introduction, main ideas (the sage is about, it describes (talks about), use of sent and future tenses	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			
 Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.) 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) Identify words in the "star" word cloud to identify (1) words students did not hear during the first listening. Have students listen for them in the second listening; (2)words that use the negative prefix –un. • Model how to complete the chart for 2A with an example of a word that students did not hear. Monitor collaborative discussions for writing to keep students on track; offer ways to start the paragraphs (The message of the Impossible Dream is____; _____ is a personal quest of mine, is a personal goal I want to achieve) How the lesson will incorporate bilingualism/students' native languages as resources Modify Students will be able to collaborate/discuss ideas and outcomes of each task with peers using native language as needed to ensure accurate comprehension; bilingual dictionaries – hard cover or online – can be used to reference unfamiliar words and look up definitions; knowledge of cognates will also be incorporated; cultural connections to the story of Don Quixote de La Mancha can be elicited; the song lyrics can be accessed from the Internet at http://www.reelclassics.com/Actors/O'Toole/impossibledreamlyrics.htm. Enter the URL into a glossing tool after completion of the Discovery Listening tasks to aide in comprehension (voycabulary, http://www.voycabulary.com or Lingro, http://lingro.com) Cultivate **Materials and Texts** Level Connection to Students (What will this mean to them? Name Genre (e.g., narrative) How can you make it even more meaningful?) Theme related to quests and goals and how to achieve them Song lyrics to The Song Impossible Dream/The lyrics/poetry including challenges and overcoming challenges; making Quest personal connections **Discovery Listening** Develops listening comprehension skills and identifying individual words/expressions Handout **Supplementary Materials and Realia** Online resources; English/bilingual dictionaries, translators and glossing tools (Lingro (http://lingro.com); Voycabulary (http://www.voycabulary.com) Vocabulary building worksheets Make copies of the Discovery Listening handout for all students Recording of The Impossible Dream to play for students (computer, DVD player, etc.). The Impossible Dream on YouTube (various artists such as Frank Sinatra, https://www.youtube.com/watch?v=9QFQ8G5pTUI) Background knowledge of Don Quixote de la Mancha

		Lesson Info	ormation and Activities	S		SI Strand(s)
Estimated Tim	e: 90 mins					Apply and Cultivate
Language Dom	nains: □Reading	□Writing X Lis	tening X Speaking			
Grouping: Indep Reason for gr First language	endent Work rouping: X English proficiency	X Pair ☐ Reading level	X Small G ☐ Content understanding	roup □ Interest	X Whole class	
	ections to past lea	arning or the larg	_			
Introduce the answer to the	topic of quest and multiple choice q	d invite students uestion on the D	to guess the meani Discovery Listening h	nandout	electing the best	
	r teacher will give	•		,		
b. a jou c. a lor	arch for somethin urney ng and difficult eff f the above					
	about ques	sts and the r	en to the song t message from p you understa	the lyrics. T	he	
Teacher mode example.	ls by providing an	example of a po	ersonal quest; stude	ents volunteer to	o provide a personal	
Ensure all stud	lents understand	the meaning of	quest.			
Explain the tas	sk as outlined on t	the handout.				
	examples of ques ide their own exa					
Differentiation		ifications, strate			, materials integrated	Apply

Lesson Information and Activities 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.



Lesson Information and Activities SI Strand(s) **Apply** 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. 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. 6. Students work with a partner to find the meaning of all confusing words (partner knowledge of Column 1 Column 2 Column 3 What problem(s) did you have in understanding or recognizing the Words that are still confusing Find the meaning (dictionary word? (choose all that apply) or classmate) 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) I couldn't understand the pronunciation 5. Other_ word, dictionary, translator). 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. 8. Students collaborate with another pair of students to compare lyrics, get feedback, and make corrections. 9. Students listen a fourth and final time and indicate their understanding by checking the appropriate box. 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 10. Students compare the lyrics they wrote from listening with a text of the lyrics

11. Explain the final task to students and answer any questions.

Lesson Information and Activities	SI Strand(s)
12. Brainstorm some ideas from the class on the message they discovered in the song lyrics and what they learned about quests. 13. Complete the vocabulary expansion exercise by drawing lines between words in the first star and their synonyms in the second star Star 1 Star 1 Star 1 Tagacaccom Tagacac	SI Strand(s) Apply
 14. Complete the song lyrics handout by writing a synonym in the blank space next to each underlined word. 15. Check for vocabulary comprehension before moving on to the writing task. 16. Students prepare and write an essay as outlined in Task d – parts a, b, c. (think about the message in the song; discuss your ideas with a partner or small group; write a paragraph about the message in the sone "The Impossible Dream/The Quest" 	Modify
Translate word cloud words into L1. Translate confusing words into L1. Categorize vocabulary words. Make flashcards of confusing words for future study and more exposures to vocab items. Pair more proficient ELLs with less proficient students. Less proficient students repeat each listening as many times as needed; more proficient students complete the listening task for the third listening after the second listening Students write essay with a partner. Students write the first paragraph with a partner. Complete vocabulary activities as a whole class group. Provide translations for synonyms. Online or hard cover bilingual dictionaries Allow more time for writing and an additional revision. Students pair up with another student to write the second paragraph. Provide explicit instruction and practice on linguistic features of writing students may have problems with.	

Lesson Information and Activities	SI Strand(s)
Online or hard cover bilingual dictionaries	
Modifications	
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	Apply and Cultivate
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?	
Formative Assessment 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 Summative Assessment 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	
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?	Cultivate
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.	
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.	

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