

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: Protecting Our World: Endangered Species</p> <p>Content Area: ESL/ELD, Science, Social Studies, Literacy Level(s): Beginning English Learners grades 6-8</p> <p>Unit Description: <i>Protecting Our World</i> is an inquiry-focused project-based multidisciplinary unit which builds foundational concepts and academic language for secondary newcomer English learners. This introductory lesson, <i>Endangered Species</i>, gives students an entry to the subject through an adopted endangered species.</p> <p>Length of lesson: <u>60 minutes</u> Number of ELs: _____</p> <table border="1"> <tr> <td>Proficiency Levels</td> <td>Beginner</td> <td></td> <td></td> <td></td> <td></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, ESL pull-out, or Newcomer program</p> <p>Other relevant student information: This lesson is designed to address the language and foundational content needs of secondary English learners who may have had interruptions in schooling (SIFE).</p>						Proficiency Levels	Beginner					ELs (numbers and/or names)						Define
Proficiency Levels	Beginner																	
ELs (numbers and/or names)																		
Standards and Objectives						Define												
	Language Objectives		English language proficiency standards															
1	Students will be able to describe the characteristics of their chosen animal using the present tense and key science terms.		<p><u>WIDA Standard 4</u> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p><u>CA ELD Standard 6-8 II. B. Expanding and Enriching Ideas (Emerging)</u> 3. Using verbs and verb phrases Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>															

Lesson Information and Activities		SI Strand(s)
2	Students will be able describe the basic elements of their chosen animal’s habitat using geographical terms.	<p><u>WIDA Standard 5</u> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p><u>CA ELD Standard 6-8 II. A. Interacting in Meaningful Ways (Emerging)</u> 12. Selecting language resources a. Use a select number of general academic words (e.g., cycle, alternative) and domain-specific words (e.g., scene, chapter, paragraph, cell) to create some precision while speaking and writing.</p>
Content Objectives		Content Standards
1	Students will be able to write a description of their endangered animal.	<p><u>CCSS ELA-Literacy WHST.6-8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
2	Students will be able to locate and describe the habitat of their endangered animal in an oral presentation using maps and other visuals.	<p><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

Incorporating all four language domains

Identify how the language demands of the tasks are related to each language domain.

	Written	Oral
Receptive	<p>Reading</p> <p>Students research and read about the characteristics and habitats of their animals.</p>	<p>Listening</p> <p>Students listen to classmates' descriptions of animals and habitats.</p>
Productive	<p>Writing</p> <p>Students write expository essays about their animals.</p>	<p>Speaking</p> <p>Students ask and answer questions with a partner and describe animals and habitats in oral presentations.</p>

Key language for students (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
<p>Description: weight, height, lifespan, diet</p> <p>Location: north, south, east, west</p> <p>Africa, Asia, Europe, North America, South America, Australia, Antarctica</p> <p>Atlantic, Pacific, Indian, Arctic, Southern</p>	<p>Classifications: mammal, reptile, bird, fish, amphibian, food chain, predator, prey, carnivore, herbivore, omnivore</p> <p>Continent, climate, habitat, forest, desert, mountain, polar, ocean, grassland, wetland</p> <p>temperature, precipitation, humidity</p>

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

Extensive use of images and video clips to accompany words. The teacher models the vocabulary as words come up in meaningful contexts and are relevant, then reinforces the vocabulary through planned repeated exposure to words in a variety of modes.

Pop up mini-lessons are quick explanations of grammatical or other linguistic features as they come up in meaningful, communicative contexts. Notes on board or posters are left up as a reference for students' production and concepts are recycled during the unit.

How the lesson will incorporate bilingualism/students' native languages as resources

Students can use other languages as a resource throughout the lesson and are encouraged to bring in stories or family anecdotes from other cultures about their animal. Students have the option of creating a bilingual informational guide to their animal. Parents are invited to come along as chaperones on the unit culminating activity, which will be a field trip to the zoo.

Materials and Texts

**Define
Modify**

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Endangered Species: Success Stories by YouTube Spotlight	narrative	any	Starting with successes give students a sense of hope and agency as they begin to research endangered animals.
World Wildlife Fund website	expository	any	The site has beautiful images and interactive options. Students can spend time browsing and choose an animal that appeals to them then read and research with visual scaffolds.

Supplementary Materials and Realia

- Image cards or picture dictionary of a variety of animals
- [PBS Learning Media: Endangered Animals D4K](#) – Close caption with images to reinforce concepts and vocabulary.
- [Reading A-Z/Raz Kids Leveled Readers](#) – Wide variety of expository and narrative texts on animals for extensive reading at students’ independent levels as well as close reading at instructional level. Students encounter the target vocabulary and concepts in many different contexts.
- [Vocabulary Spelling City](#) – Teacher can create vocabulary lists and tailor games and practice options for each student or groups of students. Repeated exposure to target vocabulary through games reinforces sound-symbol patterns of the Roman alphabet and patterns of English syntax.
- Public zoo resources – If available, guest speaker and field trip

Lesson Information and Activities	SI Strand(s)
<p>Estimated Time: <u>60 minutes</u></p> <p>Language Domains: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p>Grouping:</p> <p><input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:</p> <p><input checked="" type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input checked="" type="checkbox"/> Content understanding <input checked="" type="checkbox"/> Interest <input checked="" type="checkbox"/> Other: Oral language development</p> <p>Preview:</p> <p>Whole class – Listening and Speaking - 5 minutes</p> <ul style="list-style-type: none"> • Prior to this lesson, the students learned the terms endangered, extinction, climate change and habitat and watched videos about endangered animals and success stories (PBS Learning Media: Endangered Animals D4K & Protecting Our World: Endangered Species) to build background. • Through images and bilingual or picture dictionaries, students learned the names of commonly known domestic and wild animals and their classifications and habitat terminology. Students have also been introduced to the names of the seven continents and the five oceans and have practiced locating them. <ol style="list-style-type: none"> 1. Remind students of unit inquiry question, “How can we protect the earth? ,” and this lesson’s focus on endangered animals. 2. Ask a few questions referring to previously generated lists posted in class of animals by class (i. e. mammal, reptile, bird, fish, amphibian, etc.,): “What class are tigers?” “Tigers are mammals!” 3. Activate more schema by asking students for an example of an endangered animal that was successfully restored, aiming for the answers bald eagle and grey wolf. When these are generated, indicate on the world map where these species live, model the terms continent, habitat, and conservation and explain that human actions helped restore or conserve these species. <p>Pair – Listening and Speaking - 10 minutes</p> <ol style="list-style-type: none"> 4. Think, Pair, Share (5 minutes): Write this question on the board “What are some possible dangers to animals and their habitats?” then ask students to think of two answers, discuss with a partner and then share out. Students may have a variety of answers. 5. List student examples on the board, being sure to including pollution, deforestation, urbanization and climate change, explaining each concisely and having students repeat words aloud. <ol style="list-style-type: none"> a. Pop up mini-lesson: briefly call attention to syllables, suffixes and spelling patterns. <p>Presentation:</p> <p>Independent work - Reading - 30 minutes</p>	

Lesson Information and Activities	SI Strand(s)
<p>6. Explain that students will choose an endangered animal to research. Tell them they will use a Map Outline and Graphic Organizer to take notes from online sources on their endangered animal and later learn ways to protect them and their habitats.</p> <p>7. On the projector, model how to get to the World Wildlife Fund website. To generate excitement, briefly show them some of the animals they can choose.</p> <p>8. Hand out pages 1-2 of the resource “Endangered Animal: Interactive Research Guide” and go over directions briefly on the document camera. Have students label the continents and oceans before going the internet.</p> <p>9. Divide students into heterogeneous language pairs and explain that they will work with a partner choosing one animal each from the same continent or ocean. Tell students they have 10 minutes to browse and choose an endangered animal. Have students go to the internet with their partner to begin research. Pair students who may be newer to English and/or computer use with more skilled students, possibly from the same first language group, who can help them. Circulate to help and advise students as needed.</p> <p>10. After 10 minutes, check to be sure that all the students have chosen an animal and are starting on the Graphic Organizer.</p> <p>11. Newer and pre-literate students may need extensive help in locating the information needed to fill out the Graphic Organizer and may have one word answers. Students will vary in the amount of detail they include. They can refer to the board for terms listed earlier.</p> <p>12. Put additional sample questions on the document camera if needed. Be sure that students are using do or does in their questions when required.</p> <p>13. As students finish, have them help each other. Model a few questions with stronger students.</p> <p>Small groups – Listening and Speaking - 10 minutes</p> <p>14. Divide students into groups of 3-5 and have them move into groups with their papers to ask and answer questions. Do a quick fish bowl with a model group, encouraging students to practice orally and avoid looking at each other’s papers. Circulate to help students formulate questions and answers.</p> <p>15. Have a few students share out about classmates’ animals then transition back to their seats for independent work.</p> <p>Independent work – Writing – 10 minutes</p> <p>16. Hand out resource page 3, Exit Ticket. Have a few stronger students model orally what the paragraph could include. Jot down verbs used (eats, lives, weighs, is) on the board as support for newer or preliterate students.</p> <p>17. Students should write as much as possible about their animal but length will vary. Circulate to help and collect papers as students leave.</p> <p>Assessment:</p> <p>The teacher will use informal observations throughout the lesson as formative assessment to ensure all students are able to access the content.</p> <p>The exit ticket will be both a formative assessment to inform further instruction and the summative assessment for the lesson. The culminating summative assessment for the unit will include an essay with</p>	

Lesson Information and Activities	SI Strand(s)
<p>the descriptive structures and an oral presentation including the content information and target language used in this lesson.</p>	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Students are encouraged to relate family anecdotes and cultural stories about animals and parents are invited to the zoo field trip.</p> <p>Students choose children’s stories about animals in home languages and/or English and develop bilingual versions. Students can record bilingual audio of the stories to donate or share with local preschools.</p> <p>Students interview family members who have expertise in working with animals and create bilingual “How To” guides. (For example how to train horses, how to raise baby chicks, how to milk a goat, etc.)</p>	<p><u>Cultivate</u></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**