

## 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><b>Lesson Title:</b> Tablets or Textbooks? Developing Argumentative Writing Skills</p> <p><b>Content Area:</b> English Language Arts/ESL                      <b>Grade Level(s):</b> 10-11</p> <p><b>Unit Description:</b> This lesson was developed to scaffold the argumentative writing process by drawing on students’ prior knowledge, having them discuss ideas, and utilizing the “wallpapering” activity for students to read and respond to their peers’ work. This lesson utilizes multiple interactions through oral language as the precursor to an individual academic writing assignment in which students make a claim, outline the pros and cons of their topic, find supporting evidence, outline and then write their essay.</p> <hr/> <p><b>Length of lesson:</b> Two 45-minute class periods                      <b>Number of ELs:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%; padding: 5px;"><b>Proficiency Levels (LAS LINKS)</b></td> <td style="width: 15%; padding: 5px;">Beginner</td> <td style="width: 15%; padding: 5px;">Intermediate</td> <td style="width: 15%; padding: 5px;">Advanced</td> <td style="width: 15%; padding: 5px;"></td> <td style="width: 15%; padding: 5px;"></td> <td style="width: 15%; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>ELs (numbers and/or names)</b></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> <p><b>Program Model:</b></p> <p><b>Other relevant student information:</b> This lesson has been successfully implemented in higher level ESL, transitional English, and mainstream ELA classes.</p>							<b>Proficiency Levels (LAS LINKS)</b>	Beginner	Intermediate	Advanced				<b>ELs (numbers and/or names)</b>							
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<b>Standards and Objectives</b>							<b><u>DEFINE</u></b>														
1	<b>Language Objectives</b> SWBAT actively participate in pair and small group discussions to develop pro and con sentences about various topics.	<b>English language proficiency standards</b> <b>WIDA: ELD Standard 1:</b> English language learners communicate for Social and Instructional purposes within the school setting.  <b>ELD CA: 1.A Collaborative:</b> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics																			

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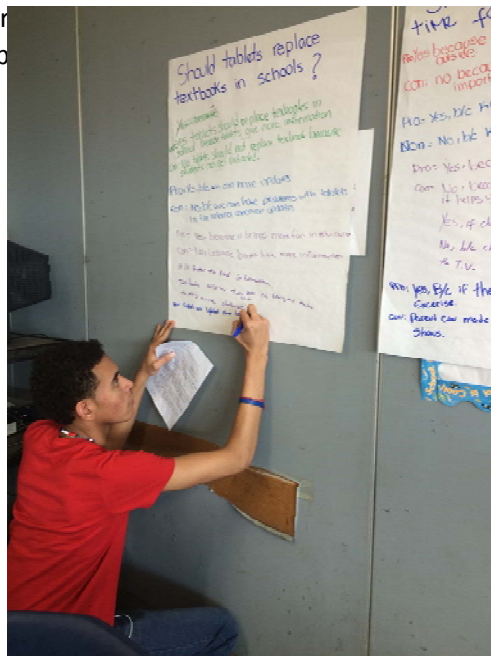
Lesson Information and Activities		SI Strand(s)
2	SWBAT to utilize information from peers and research to complete a graphic organizer on the topic of their choice.	<p><b>WIDA: ELD Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>ELD CA 1C:</b> Productive: Justifying own arguments and evaluating others' arguments in writing</p> <p><b>ELD CA 2A:</b> Structuring Cohesive Texts: Understanding Text Structure</p>
<b>Content Objectives</b>		<b>Content Standards</b>
1	SWBAT complete a graphic organizer outlining pros, cons, and rebuttals for their topics as a precursor to writing an argumentative writing essay.	<b>CCSS.ELA-LITERACY.WHST.9-10.1.A</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2	SWBAT read informational text on selected topics to locate appropriate statistics, quotes, and facts.	<b>CCSS.ELA-LITERACY.WHST.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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<p><b><u>Incorporating all four language domains</u></b></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>Students will read pro/con statements and find evidence in informational text to support them.</p> </td> <td> <p>Listening</p> <p>Students will listen to peers in discussions.</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>Students will write pro/con statements, comment in writing on peers' statements, complete graphic organizers, and write an essay.</p> </td> <td> <p>Speaking</p> <p>Students will work with partners to discuss prior knowledge, exchange ideas, and negotiate meaning from readings.</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p>Reading</p> <p>Students will read pro/con statements and find evidence in informational text to support them.</p>	<p>Listening</p> <p>Students will listen to peers in discussions.</p>	Productive	<p>Writing</p> <p>Students will write pro/con statements, comment in writing on peers' statements, complete graphic organizers, and write an essay.</p>	<p>Speaking</p> <p>Students will work with partners to discuss prior knowledge, exchange ideas, and negotiate meaning from readings.</p>	<p><b><u>DEFINE</u></b></p>
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<p><b><u>Key language for students</u></b> (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>Claim, evidence, warrant, counter-argument, rebuttal, conclusion</p> </td> <td> <p>Sentence starters for responding in academic discussions (language to clarify, fortify, build, agree, disagree, create)</p> <p>Organization of ideas for an argumentative essay response</p> </td> </tr> </tbody> </table>		General academic language	Language specific to the content area	<p>Claim, evidence, warrant, counter-argument, rebuttal, conclusion</p>	<p>Sentence starters for responding in academic discussions (language to clarify, fortify, build, agree, disagree, create)</p> <p>Organization of ideas for an argumentative essay response</p>	<p><b><u>APPLY</u></b></p>					
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<p><b><u>Key characteristics of teacher talk</u></b> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <ul style="list-style-type: none"> <li>• Chunk the lesson into smaller segments and stop frequently so students can process information.</li> <li>• Provide an example of a pro and con for one of the topics as a model.</li> <li>• Provide the handout, "Sentence starters for responding in a discussion," to help students respond appropriately to peers' ideas.</li> <li>• Project the graphic organizer, Argumentative Planning Essay Template, and review what type of information would fit into each section.</li> </ul>		<p><b><u>CULTIVATE</u></b></p>									
<p><b><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></b></p> <ul style="list-style-type: none"> <li>• Peer-to-peer interaction with clarification in native language as needed</li> <li>• Students will share ideas and examples from their own countries.</li> <li>• Students can use bilingual dictionaries and/or native language websites for research.</li> </ul>											
<p><b><u>Materials and Texts</u></b></p>											

Lesson Information and Activities				SI Strand(s)
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	
Procon.org	Website; Informational text		This site has facts, statistics, quotes, and links out to other resources on topics of high interest to teens. It is visually well-organized.	
Teacher-developed worksheets (see attached)			Students will use the worksheets provided as support in discussions and to organize information for their essays. All students will have thorough understanding of both sides of the issue prior to writing independently.	

**Supplementary Materials and Realia**

- Bilingual dictionaries and/or access to online dictionaries
- Chart paper, markers, and sticky notes
- Computers for students to conduct online research on their topics (articles can be printed out in advance if computer or tablet is not available)
- Any textbook and a tablet



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<p>Estimated Time: <u>4 x 45 minute class periods (2 double periods)</u></p> <p><b>Language Domains:</b> X Reading   X Writing   X Listening   X Speaking</p> <p><b>Grouping:</b></p> <p>X Independent Work                      X Pair                      X Small Group                      Whole class</p> <p>Reason for grouping:</p> <p>X First language      X English proficiency      <input type="checkbox"/> Reading level      <input type="checkbox"/> Content understanding      X Interest      <input type="checkbox"/> Other:</p>	<p><b><u>MODIFY</u></b></p>
<p><b>Preview:</b> Connections to past learning or the larger unit sequence</p>	
<p><u>Warm-up</u></p> <ol style="list-style-type: none"> <li>Prepare and post three large chart papers with the following questions as your three topics:               <ol style="list-style-type: none"> <li>Are social networking sites good for our society?</li> <li>Should tablets replace textbooks?</li> <li>Should the drinking age be lowered from 21?</li> </ol> </li> <li>Hold up a textbook and a tablet. Ask students if they think our school should replace textbooks with tablets, and why or why not. Elicit opinions from several students and then point out that the “yes” answers indicate pros and the “no” answers are the cons.</li> <li>Pair students up. Tell each pair to discuss each of the issues and write a “pro” sentence and a “con” sentence for each topic. Once these are complete, have them write their sentences on the chart paper. (This is the wallpapering part—each paper will be covered with student-generated ideas.)</li> </ol>	<p><b><u>APPLY</u></b></p>
<p><b>Presentation:</b> Primary activity steps associated with lesson implementation</p> <p>Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <ol style="list-style-type: none"> <li>Distribute the handout, “Sentence starters to respond in discussions” and review with students. Direct them to circulate and visit each paper, read all their peers’ responses, and add sticky notes to agree/disagree, add questions, build on ideas, etc. for at least three statements.</li> <li>After students have had time to complete this activity, debrief the activity and ask students if they have stronger personal opinions on one of the topics. Regroup students so that they are sitting with peers who would like to research and write on the same topic of interest. For example, all the students who are pro using tablets would form one group. (Note: use your judgment here as to the numbers of students you would like in each group.)</li> <li>In their new groups, students will be using information from the wallpaper charts and finding more information from <a href="http://www.procon.org">www.procon.org</a> to complete the graphic organizer, “Argumentative Essay Planning Template.”</li> <li>Monitor each group’s templates to ensure students have sufficient and accurate information to use for their essays.</li> <li>Students will then work independently on their own essays and submit them to the teacher for review.</li> </ol>	

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<p><b>Assessment:</b> 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"> <li>• Reviewing charts (previewing activity) to find out what background knowledge students already have about these topics.</li> <li>• Frequent checks for understanding through questioning individual students</li> <li>• Monitoring conversations of pairs and small groups and listening to discussions</li> <li>• Checking information entered in graphic organizers</li> <li>• Reading submitted argumentative essays</li> </ul>	
<p><b>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</b></p> <p>The topics chosen have broad appeal as commonly debated topics, and students may have experiences from their own countries where, for example, the drinking age is lower than 21. There may also be differing stances on these topics based on generational differences, such as parents preferring textbooks to tablets. These are great topics to extend with family interviews or peer surveys, which can then be turned into multimedia presentations to the class.</p>	<b><u>CULTIVATE</u></b>

### 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**