

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)														
Lesson Title: <u>The Danger of a Single Story</u> Content Area: <u>English Language Arts</u> Grade Level(s): <u>9-10</u> Unit Description: _____ _____ Length of lesson: <u>Two 90-minute class periods</u> Number of ELs: _____ <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Proficiency Levels</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> Program Model: _____ Other relevant student information: _____ _____							Proficiency Levels							ELs (numbers and/or names)							Define
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Standards and Objectives							Define														
	Language Objectives		English language proficiency standards																		
1	Students will be able to discuss the central idea of a speech.		TESOL Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.																		
2	Students will be able to answer questions about a speech orally, using a graphic representation.		TESOL Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.																		

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	Content Objectives	Content Standards	
1	Students will be able to determine the central idea of the speech.	<u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Define
2	Students will be able to analyze and illustrate the author's message.	<u>CCSS.ELA-LITERACY.RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
3	Students will be able to share their opinions and experiences related to the author's message.	<u>CCSS.ELA-LITERACY.RI.9-10.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	

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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><i>Reading</i></p> <p>Students will read the text multiple times to uncover the layers of meaning.</p> </td> <td> <p><i>Listening</i></p> <p>Students will listen and respond to their partners.</p> </td> </tr> <tr> <th>Productive</th> <td> <p><i>Writing</i></p> <p>Students will write sentences to convey the layers of meaning of the text.</p> </td> <td> <p><i>Speaking</i></p> <p>Students will ask questions to uncover the layers of meaning.</p> </td> </tr> </tbody> </table>					Written	Oral	Receptive	<p><i>Reading</i></p> <p>Students will read the text multiple times to uncover the layers of meaning.</p>	<p><i>Listening</i></p> <p>Students will listen and respond to their partners.</p>	Productive	<p><i>Writing</i></p> <p>Students will write sentences to convey the layers of meaning of the text.</p>	<p><i>Speaking</i></p> <p>Students will ask questions to uncover the layers of meaning.</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>Impressionable, vulnerable, mind shift, patronizing, pity, ashamed</p> <p>Rational, rationalize, rationalization, oblige, character, avail, perception, realize, image, consequence, normative, domestic, occur, default</p> <p>Catastrophe, similar, complex, charity, representative, novel, native, colony, poll, adequate, devalue, stereotype, mass, challenge, empower</p> <p>Language structure: Expectations. I expected that..., but instead..., Based on my previous experiences, I expected...</p> </td> <td> <p>Literature, synonym, synonymous</p> </td> </tr> </tbody> </table>				General academic language	Language specific to the content area	<p>Impressionable, vulnerable, mind shift, patronizing, pity, ashamed</p> <p>Rational, rationalize, rationalization, oblige, character, avail, perception, realize, image, consequence, normative, domestic, occur, default</p> <p>Catastrophe, similar, complex, charity, representative, novel, native, colony, poll, adequate, devalue, stereotype, mass, challenge, empower</p> <p>Language structure: Expectations. I expected that..., but instead..., Based on my previous experiences, I expected...</p>	<p>Literature, synonym, synonymous</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.). Draw pictures during the video. Stop the video to explain or have students discuss. Provide visuals for vocabulary words.</p> <p><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></p> <p>Download the video with subtitles. The teacher may choose to download the video with subtitles in one language for a group of students to watch. Consider the opportunity for individual students to download the video to a device to listen in their home language. Group students according to first language, in order to facilitate a deeper connection to the text and understanding of the content of the speech.</p> <p><u>Materials and Texts</u></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Genre (e.g., narrative)</th> <th>Level</th> <th>Connection to Students (What will this mean to them? How can you make it even more meaningful?)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)						
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The Danger of a Single Story	Narrative	9	Ask students to think about a time when they tried a new food. Did it taste how they had expected it to? Or was the taste different than they had expected? Which experiences or stories did they base their expectation on?	
<p>Supplementary Materials and Realia: *Note: Downloading the video and selecting subtitles (can select from 45 languages) will enhance comprehension of the video.</p>				

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<p>Estimated Time: Two 90-minute class periods</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 style="padding-left: 40px;"><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 type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p>Preview: Connections to past learning or the larger unit sequence</p> <ol style="list-style-type: none"> 1. Have students write a response to this question: Think of a folktale or story that your parents, family members, or guardians have told you. What was the moral (lesson) of the story? What does this tell you about the values of your culture? 2. Tell students that they are going to watch a video and read the transcript to analyze it and discover the meaning. 3. Distribute the graphic organizer. Tell students to think of a place that they have never visited, for example, a country (e.g., France, Russia, Colombia, Japan), a continent (e.g., Africa, South America), or a city (e.g., Paris, Cairo). Write the name of the place in a circle in the middle of your paper. 4. Students should brainstorm, individually, what they know and how they know it. 5. Tell students that they will listen to and read a speech to discover what the author is saying and apply it to their experiences. <p>Presentation: 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"> 1. Distribute copies of the speech. 2. Tell students that they will listen to a speech by Chimamanda Ngozi Adichie. She is a storyteller from Eastern Nigeria. Point out the country on a map. Ask students, “What do you think the weather is like there?” 3. Tell students that they will understand the speech well if they listen to it, read it several times, and each time look for different parts that are important. 4. Tell students to listen to the video and follow along on the paper copy of their speeches. Play the video (with subtitles). (Bonus: You can play the video and scroll down to the transcript. You can listen and watch as the text is highlighted so students can follow along easily.) 5. Guide students through the first reading of the text. Pause the video at designated times to discuss the first reading questions as a class. 6. After the first reading, tell students that they will listen to and read the story a second time. Distribute the text-dependent questions. 7. Divide the class into 6 groups and give them poster paper and markers. Assign each group a question to answer (from the second reading). Tell students that they will discuss the question, and together they will create a visual/graphic representation or picture that illustrates both the story in that paragraph and what the author is saying. In other words, what was the story, and what does the author want you to understand? 	<p>Modify</p>

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<p>8. Gallery Walk: Groups will hang their posters. Each group will choose a docent to stand next to their poster and explain it. Keep students moving and on task as they walk around. When everyone has had a chance to see all the posters, the groups will take their docent to each poster and explain it.</p> <p>9. Tell students that, as a class, they will listen to and read the text for a third time.</p> <p>10. Read the questions for the third reading.</p> <p>11. Watch/read/listen to the speech.</p> <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> <ol style="list-style-type: none"> 1. Think-pair-share: Divide students into the same 6 groups they used for the gallery walk. 2. Tell students to discuss each of the questions for the third reading. 3. Individually, students will create a poster to illustrate the author’s message. They should include a drawing as well as words to bring the author’s message to life. 4. Hang posters around the room (optional: engage students in another gallery walk). 5. Tell students to take out their graphic organizer again. Do they have a single story about a place or a group of people? 6. Whole group discussion: Where do we go from here? What do we do about it? Do you think the author is right? Wrong? What real-world connections can you make to the story she tells? (Have there been times in history when a single story became dangerous?) 	Apply
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Encourage students to download the video to their phones or a personal device. They can download the video with subtitles, even to a smartphone. Students could discuss the video with a family member. Families may discuss the stereotypes they have experienced, or those they held toward America before they arrived. They may discuss where the stereotypes originated, and how their or others’ ideas changed. Families may have had experiences similar to Chimamanda Ngozi Adichie’s where they experienced others’ stereotypes, as well. Encouraging families to discuss these experiences engages students more deeply in the content and language of the speech.</p>	Cultivate

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