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: Exploring Literary Elements in "The Necklace"	
Content Area: English Language Arts **Grade Level(s): 9-10**	
Unit Description: This resource was developed to scaffold instruction of the short story "The Necklace" by Guy de Maupassant. Strategies to help students comprehend the text and identify the author's use of various literary devices include a predict-o-gram, comprehension questions with increasing levels of complexity, a short story flow chart, and a RAFT writing task. This story is part of a larger unit with the essential question, "What influences a person's choices?"	
Length of lesson: 4 45-minute class segments **Number of ELs:**	

Proficiency Levels	1	2	3	4		
ELs (numbers and/or names)			2	10		

Program Model Transitional English I class using sheltered instruction strategies.	
Other relevant student information: This class has 12 ELs and 17 native speakers, and students are grouped according to language proficiency level.	

Standards and Objectives

	Language Objectives	English language proficiency standards	
1	SWBAT discuss and categorize words and phrases from the story to make predictions with the help of a peer.	WIDA: ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting ELD CA: 1.A Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	**DEFINE**

Lesson Information and Activities		SI Strand(s)
2	SWBAT to read a short story and respond in writing to literal and inferential questions using evidence from the text.	WIDA: ELD Standard 2: English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.** ELD CA: 6.B Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	
	Content Objectives	Content Standards	
1	SWBAT describe how the author used irony to convey theme orally and in writing.	CC9-10RL2: Determine a theme or central idea of a text and analyze in detail 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.	
2	SWBAT complete a RAFT writing assignment using a point of view of one of the characters from the story.	CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Lesson Information and Activities	SI Strand(s)
Incorporating all four language domains Identify how the language demands of the tasks are related to each language domain.	**DEFINE**

	Written	Oral
Receptive	Reading Students will read a short story and use textual evidence to make predictions, analyze characters, determine theme as it develops over the course of the story, and provide a summary of the text.	Listening Students will listen to the text read aloud, answer teacher-generated questions, and participate in discussions with peers to complete various tasks.
Productive	Writing Students will complete a story flow chart and a RAFT assignment, writing from a particular character's point of view with consideration for role, audience, format and topic.	Speaking Students will work with partners to anticipate and discuss in pairs what they think their reading will be about, and how the words and phrases provided might be used in the story. After reading, they will revisit their predict-o-gram to check predictions and revise together. They will share ideas for their RAFT assignment.

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

APPLY

General academic language	Language specific to the content area
Features of literary text: Character, setting, conflict, resolution, theme, irony, prediction, suspense, point of view. Constructive conversation skills for working with a partner, such as: "In the text, it states . . ." "I respectfully disagree because . . ." "Building on your idea that . . . I think . . . " "How can we summarize what we discussed?"	This story has rich vocabulary and many phrases that need explicit instruction to aid in comprehension of the story. Vocabulary words: clerk, worth, luxury, thrifty, pauper, humiliating, ecstasy, anguish, promissory note Phrases include: • In all her glory • In the face of • At his dictation • Stopped short

Lesson Information and Activities	SI Strand(s)
Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.) • **Chunk the lesson into smaller segments and stop frequently so students can process information.** • **Review any key vocabulary words from readings orally; stop and discuss their use in context.** • **Play audio version of story so students can listen and follow along with the text.** • **Model summarizing with a graphic organizer of the short story flow chart.** **How the lesson will incorporate bilingualism/students' native languages as resources** • **Peer-to-peer interaction with clarification in native language as needed.** • **Students will utilize bilingual dictionaries**	**CULTIVATE**

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
"The Necklace" by Guy de Maupassant; Abridged version in Hampton-Brown EDGE, Level B Original version available online: http://www.bartleby.com/195/20.html Public Domain Audio: https://librivox.org/short-story-collection-vol-035/	Short story	Lexile 900	The themes in this story are relevant today--- going into debt to buy material items; trying to impress others. Students can provide examples from their own experiences about choices and their consequences.
Teacher-developed Predict-o-Gram			Students will use this tool to build background and to form an impression of the story before reading; after reading they will return to this tool to check and revise their predictions.
Short Story Flow Chart http://ptgmedia.pearsoncmg.com/images/9780205627561/downloads/FlowChart.pdf			The chart asks students to go beyond a mere summary and to select a favorite character and identify their favorite part of the story.

Supplementary Materials and Realia

• There is an abridged version of this story presented in Readers' Theater format, with Maupassant as the narrator, which can be used after reading to enhance comprehension and also practice speaking and drama skills. It can be found here (please note that this resource requires a subscription or purchase):

Lesson Information and Activities	SI Strand(s)
https://teachables.scholastic.com/teachables/books/the-necklace-read-aloud-play-9780545204569_005.html	

Lesson Information and Activities	SI Strand(s)
Estimated Time: 4 - 45 minutes class segments	

Language Domains: XReading   XWriting   XListening   XSpeaking

Grouping:

    X Independent Work   X Pair   ☐ Small Group   X Whole class

Reason for grouping:

☐ First language	X English proficiency	X Reading level	☐ Content understanding	☐ Interest	☐ Other:

MODIFY

Preview: Connections to past learning or the larger unit sequence

CULTIVATE

    <u>BEFORE READING</u>

1. Engage students with the pictures, captions, and sidebars in the text that accompany the story. If the text used does not have pictures, pull up images from the time period and show scenes of Paris and women of different social classes.   Ask them to describe what they see, which time period does this look like, how are characters dressed, what does the mood seem to be?

2. Predict-o-Gram activity (*see handout*)

    As students begin the actual reading, they have a schema in place to which new ideas from the text can be added. Once students are exposed to the terms and phrases they will hear in the story, they can then monitor their listening or reading for comprehension. Students also have the opportunity to practice their academic speaking skills by working on their predictions with a partner.

Presentation: Primary activity steps associated with lesson implementation
Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students

APPLY

    <u>DURING READING</u>

1. Teacher reads aloud or plays the audio version of the story. As students read, they will annotate the text with sticky notes indicating questions, comments, or literary elements they have identified. After every few paragraphs, stop for whole group discussion or have students turn and talk with a partner. Review key vocabulary words and have students add new words to their personal notebooks.

Lesson Information and Activities	SI Strand(s)

2. Chunk the story into smaller segments, pause and check comprehension with questions, asking students to provide evidence from the text:
 	
-Why is Madame Loisel discontented at the beginning of the story?
-Does Monsieur Loisel long for status as desperately as his wife does?
-Why does Madame Loisel need to borrow her friend's necklace?
-Describe Madame Loisel's experiences at the ball. What details in the text show her lower social class despite being able to attend a party of high society?
-Why are the Loisels worried about the missing necklace?
- Make a prediction for how this story will end.
 	
AFTER READING
 	
1. Higher Order Thinking Questions:
 	
   -Do you think Madame Loisel shows heroism in paying off her debt? Why/Why not?
   -How much do you think Madame Loisel has changed by the time the story reaches its resolution?
   -What is symbolism? What does the necklace symbolize in this story?
   -What is situation irony? What is ironic about the ending of "The Necklace?"
   -Discuss whether the Loisels chose the right course of action when they found the necklace was missing. What other options did they have?
   -Do you think Madame Forestier should sell the diamond necklace and return the Loisel's money?
 	
2. Return to the Predict-o-gram and have students work with their partners to correct any words/phrases and then individually complete a story flow chart to summarize the story. Circulate to check each student's flow chart, and model responses with projected organizer on a whiteboard or document camera. Ask students to share their favorite characters, favorite parts, and lessons learned.
 	
3. RAFT Writing: Students write according to role, audience, format, & topic. Each pair can select from one of the RAFT scenarios below and draft their writing together.
	APPLY

ROLE	AUDIENCE	FORMAT	TOPIC
Madame Loisel	Monsieur Loisel	Letter	Explain Madame Forestier's revelation that the lost necklace was just a fake.
Madame Forestier	Monsieur Loisel	Phone call dialogue	Prepare a dialogue of the conversation between Madame Forestier and Monsieur

				SI Strand(s)
Lesson Information and Activities				
			Loisel when she calls him to apologize for the misunderstanding about the necklace.	
Monsieur Loisel	Public	Classified Ad for newspaper	Monsieur Loisel is writing an ad to put in the lost and found section of the classifieds to see if anyone found the necklace and can return it to him.	
The Minister	Himself	Journal entry	After the ball, the Minister writes an entry in his journal about the event and his impressions of Madame Loisel.	

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?

Students will be assessed through a range of tools including:

1. Frequent checks for understanding – questioning individual students
2. Monitoring conversations of pairs and listening to discussions as they negotiate meaning of text and work collaboratively on their Predict-o-grams.
3. Checking accuracy of short story flow charts completed independently.
4. Reviewing written work of final product (RAFT).

	SI Strand(s)
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson? This unit addresses issues that are still relevant today, and provides an excellent opportunity to teach students about the dangers of pride, vanity, and debt. Students could rewrite the story in modern times, or create short public service announcements, showing that when people place too much emphasis on material items and social status they lose sight of what is truly important.	**CULTIVATE**

Predict-o-gram for "The Necklace"

Write each word or phrase on a square in the chart below. You may have more than one item in each square.

Paris	everyone wanted to waltz with her
Madame Loisel	she danced madly, thinking of her beauty
shabby apartment	they searched everywhere
unhappy with life	the necklace was lost
married a lowly clerk	he had to borrow money
wanted to be envied by others	the necklace was replaced
Monsieur Loisel	life changed
received an invitation	moved into an attic
Minister	he worked two jobs
needed an evening gown	they finally paid back the debt
thrifty husband	the Champs Elysée
borrowed jewelry from a friend	she did not recognize her old friend
Madame Forestier	irony

SETTING	CHARACTERS	PROBLEM
ACTION	RESOLUTION	OTHER IDEAS / THEMES

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**