

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>What Makes a Good Life?</u>			Define
Content Area: <u>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: _____			
Proficiency Levels			
ELs (numbers and/or names)			
Program Model: _____			
Other relevant student information: _____			
Standards and Objectives			Define
	Language Objectives	English language proficiency standards	
1	Students will be able to discuss key vocabulary in small groups.	Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.	
2	Students will be able to orally explain inferences and write recommendations for further research.	Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.	
	Content Objectives	Content Standards	
1	Students will be able to explain what the text says and provide support for their analysis from the text.	<u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
2	Students will be able to write a summary of the text.	<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.	

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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>Reading</p> <p>Students will read and listen to a text multiple times to gain a deeper understanding each time it is read.</p> </td> <td> <p>Listening</p> <p>Students will listen to the text being read aloud and listen to classmates as they discuss the text.</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>Students will write a GIST summary statement.</p> </td> <td> <p>Speaking</p> <p>Students will discuss the text and negotiate the GIST statement with peers.</p> </td> </tr> </tbody> </table>					Written	Oral	Receptive	<p>Reading</p> <p>Students will read and listen to a text multiple times to gain a deeper understanding each time it is read.</p>	<p>Listening</p> <p>Students will listen to the text being read aloud and listen to classmates as they discuss the text.</p>	Productive	<p>Writing</p> <p>Students will write a GIST summary statement.</p>	<p>Speaking</p> <p>Students will discuss the text and negotiate the GIST statement with peers.</p>	MODIFY
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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>Invest, impress, development, rare, severe, generous, specification, tenement, socialize, scan, concern, periodic, periodical, commit, affect, practically, brief, project, staff, mood, tough</p> <p>Language for making recommendations: I would like to see..., I recommend that...</p> <p>Language of supposing: What if you were..., Suppose that you...,</p> <p>Compare/ Contrast recommendations vs. suppositions.</p> </td> <td> <p>Summarize, summary, synonyms</p> </td> </tr> </tbody> </table>				General academic language	Language specific to the content area	<p>Invest, impress, development, rare, severe, generous, specification, tenement, socialize, scan, concern, periodic, periodical, commit, affect, practically, brief, project, staff, mood, tough</p> <p>Language for making recommendations: I would like to see..., I recommend that...</p> <p>Language of supposing: What if you were..., Suppose that you...,</p> <p>Compare/ Contrast recommendations vs. suppositions.</p>	<p>Summarize, summary, synonyms</p>	CULTIVATE					
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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.)</p> <p>Play the subtitles and transcript as the video is playing so that students can follow along with the words as they are spoken. Provide a sample GIST statement.</p> <p><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></p> <p>Group students according to first language so that they can negotiate the GIST of the passage using both English and their native language, in order to facilitate increased understanding and a well-negotiated final product within their groups.</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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Lesson Information and Activities				SI Strand(s)
Robert Waldinger: What makes a good life? Lessons from the longest study on happiness.	Nonfiction	9-10	Ask students, “What makes a good life?” Do you think this varies across cultures?	
Supplementary Materials and Realia Harvard’s Study Publications				

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<p>Estimated Time: <u>Two 90-minute class periods</u></p> <p>Language Domains: X Reading X Writing X Listening X Speaking</p> <p>Grouping:</p> <p style="padding-left: 40px;">X Independent Work X Pair X Small Group X 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 <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. Ask students what they think makes people happy. 2. Tell students that you will ask for volunteers to share their responses. 3. Tell students that researchers at Harvard University have been studying what makes people happy. 4. Think-Pair-Share: If you were going to study what makes people happy, how would you collect information? 5. Think-Pair-Share: What do you predict the result of the study might be? What makes people happy? <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. Tell students that they will watch a video about the Harvard Study. The first time, they will listen to the video and watch the words as they are spoken. (Click on the subtitles and transcripts. As the speaker talks, the words are highlighted.) 2. Distribute paper copies of the speech. 3. Tell students that this first time, they should note any words or phrases that are confusing or unfamiliar by highlighting them in yellow on their paper copies. 4. Play the video and show the transcript. 5. Ask students to write 5 of the words they didn't know on the board. If their word or phrase is already on the board, add a check mark next to it. 6. Choose the top 5 words that were confusing or unfamiliar for students and explain the meanings. Use Merriam Webster's Learner's Dictionary to model finding the definitions of words. 7. Provide a student-friendly definition of each word. Students write each definition in their four square vocabulary graphic organizers. 8. Divide students into groups of 3. They will work together to complete the remaining three squares of the graphic organizer (sentences, synonyms, pictures). 9. Tell students that they will watch the video again and they will follow along on their paper copies. They will continue to highlight and they will begin to annotate their paper copies. 10. Tell students that as they watch, they should highlight, in blue, 3 important statements. 11. Following the video, students will share their 3 important statements with group members and discuss why they chose those each one. 12. The group must discuss all statements and come to agreement on the three statements they think are the most important of all. 	<p>APPLY</p>

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<p>13. In their groups, students will complete the GIST handout. To complete the 20-word GIST statement, students should refer to the statements they highlighted (especially the 3 that their group agreed were most important).</p> <p>14. Each group will create a poster that includes:</p> <ol style="list-style-type: none"> a. The group’s 3 important statements b. GIST statement c. Each group must also discuss the following question and add the response to their poster: How did researchers gather data? What questions do you have about the study? What else do you want to know about the study? <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. Gallery Walk: Give each student 6 post-it notes. Tell students they will walk around together to see each of the posters. They must “spend” all their post-it notes by leaving comments or questions on each poster. (Remind students of classroom rules for leaving feedback.) Each group will hang their poster around the room and begin the gallery walk. 2. As a whole class, debrief the activity and review feedback. 3. Exit ticket: Ask students to respond to the following question: Based on the posters you viewed and your group’s discussion, how would you adjust your summary or important statements? What might you do differently? What would you recommend the researchers investigate further? 	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Interview family members and see if there are cultural differences in how people answer the question, based on individual and cultural values.</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