

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: Zika and the Olympics _____ Content Area: English Language Arts _____ Grade Level(s): 9-10 _____ Unit Description: _____ _____ Length of lesson: Two 90- minute class periods 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: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> Classroom Setting: _____ Program Model: _____ Other relevant student information: _____							Proficiency Levels							ELs (numbers and/or names)							DEFINE
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Standards and Objectives <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 5%;"></th> <th style="width: 45%;">Language Objectives</th> <th style="width: 50%;">English language proficiency standards</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">1</td> <td>Students will be able to describe and discuss persuasive techniques using a graphic organizer.</td> <td> WIDA Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. TESOL Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting. </td> </tr> </tbody> </table>								Language Objectives	English language proficiency standards	1	Students will be able to describe and discuss persuasive techniques using a graphic organizer.	WIDA Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. TESOL Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting.	DEFINE								
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2	Students will be able to write their opinions and persuade others to agree with them.	<p>WIDA Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>TESOL Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.</p>									
	Content Objectives	Content Standards									
1	Students will be able to analyze a text and evaluate the claims and reasoning using a graphic organizer.	<p><u>CCSS.ELA-LITERACY.RI.9-10.8</u></p> <p>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.</p>									
2	Students will be able to analyze a text and how the author’s ideas are developed using ethos, pathos, and logos.	<p><u>CCSS.ELA-LITERACY.RI.9-10.3</u></p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>									
<p><u>Incorporating all four language domains</u></p> <p>Identify how each of the language demands of the tasks are related to each language domain.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th></th> <th style="text-align: center;">Written</th> <th style="text-align: center;">Oral</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">Receptive</td> <td> <p>Reading</p> <p>Students read an opinion article</p> </td> <td> <p>Listening</p> <p>Students watch two videos and discuss with partners.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Productive</td> <td> <p>Writing</p> <p>Students write about their opinions</p> </td> <td> <p>Speaking</p> <p>Students discuss in small groups and pairs using sentence frames</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p>Reading</p> <p>Students read an opinion article</p>	<p>Listening</p> <p>Students watch two videos and discuss with partners.</p>	Productive	<p>Writing</p> <p>Students write about their opinions</p>	<p>Speaking</p> <p>Students discuss in small groups and pairs using sentence frames</p>	MODIFY
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<p>Supplementary Materials and Realia</p> <p>Ethos, Pathos, Logos Powerpoint</p> <p>Zika Fact Sheet from the CDC (English): https://www.cdc.gov/zika/pdfs/fs-zika-basics.pdf</p> <p>Zika Fact Sheet from the CDC (Spanish): https://www.cdc.gov/zika/pdfs/spanish/fs-zika-basics-sp.pdf</p>																					

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<p>Estimated Time: 2- 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. Think, Pair, Share: Ask students to think about the last time they tried to persuade someone. What were they asking for? How did they try to persuade their audience? 2. Tell students that they will learn about how authors use different techniques to persuade their audience. They will study these different techniques and be able to use them to be more effective at persuading and identifying the techniques that are being used to persuade them. <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"> 3. Introduce Ethos, Pathos, Logos. Tell students that authors use different techniques to persuade their audience. Aristotle was a Greek philosopher who defined the ways we persuade into 3 categories: ethos, pathos, and logos. 4. Distribute Venn Diagram: Now, we will look at the differences between these three types of appeals. Define each appeal and tell students to draw a picture for each type of appeal. 5. As a class, write an example for each appeal. For example, students might write, “Buy this cereal because it is healthy for your body” for logos. 6. Tell students that they will watch a video and find examples of ethos, pathos, and logos. Play the Video: Intro to Persuasive Text Using TV Commercials. 7. Discuss which appeal each video used. Provide sentence stems: I think the _____ video used (ethos, pathos, or logos) because_____. 8. Tell students, now that you have some background about ethos, logos, and pathos, we will analyze how an author uses these appeals when discussing the Zika virus.. 9. Let’s brainstorm what we about viruses and the Zika virus in particular. Tell students to write or draw words and phrases they know that are related to the Zika virus. 10. Give One, Get One Strategy: Students will use the Give One, Get One template as they move around the classroom and talk to their classmates. Students will exchange and collect ideas as they talk to their peers. Students can draw or write words and phrases on the template. 11. Watch the Video: Zika virus shadow looms over summer Olympics in Rio. Tell students to make a T- chart on their paper. On one side, they will write or draw reasons for not going to the Olympics. On the other side, they will write or draw reasons that people should still go to the Olympics. 12. Following the video, discuss what students wrote on their t- charts. 13. (Teacher needs to preselect groups based on first language and reading levels) Now, let’s read about an author’s opinion about the Zika Virus. We’ll read the article in small groups. Divide students into groups and distribute article appropriate for each group. 14. Read the article a second time, highlighting the author’s opinion, evidence, and rhetorical devices. Students 	<p>APPLY</p>

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<p>should use different color highlighters to highlight the opinion and evidence. Also highlight and notate ethos, logos, and pathos.</p> <p>15. As a whole group, discuss how the author develops the opinion and supports it using evidence. Discuss where students found ethos, pathos, and logos in the article.</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. Complete the opinion/ reason t- chart in preparation for the quick write. Students will state their opinion and evidence in order to organize their thoughts. 2. Quick Write: Students will write a short paragraph to state whether or not they agree with the author of the article and why. Provide sentence starters: I (strongly) agree with the author because.... I (strongly) disagree with the author because... Students should write a second a paragraph to persuade someone of their opinion. Provide a word bank for students to utilize including: evidence, virus, Zika, Olympics, Virus, risk, propaganda, epidemic, appeals, persuade, defend, for this reason, argue, convince, influence, urge, claim, support. Provide sentence frames for persuading (see Academic Language Function Toolkit) 3. Fold the line. Tell students to line up according to how much they agree or disagree with the author. One end of the line will be strongly agree, while the opposite end will be strongly disagree. Students should choose a spot on the line that most closely represents their agreement/ disagreement with the author. After everyone is lined up, fold the line in half. Match the people at each end of the line. So, students who strongly disagree and students who strongly agree are matched together. 4. Students will discuss their opinions and attempt to persuade their partner to agree with them. 5. Debrief the strategy. Ask students which appeals they used to convince their partners: ethos, pathos, or logos. Discuss how they could be more effective in their persuasion. Partners can give feedback about how well they were persuaded and what motivated them to consider the other opinion. 	APPLY
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Students may discuss the Zika virus and the Olympics with family members and report to the class about the discussion.</p> <p>The teacher may consider inviting a doctor or health professional (preferably bilingual) to the class to discuss facts about the Zika virus.</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**