

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>Determining Shades of Meaning to Build Academic Vocabulary</u>							
Content Area: ELA/ESL			Grade Level(s): 9-11				
Unit Description: This lesson is developed to engage students in a meaningful vocabulary activity that will help them to distinguish between shades of meaning of closely related words, as well as to select more precise words to use in their speaking and writing. The words chosen for the semantic gradients have been identified from an upcoming reading in their unit of study using a fictional scary short story, <i>Puddle</i> by Arthur Porges. Students will organize their words visually on paint chips, which can be used for reference in further activities throughout this unit.							
Length of lesson: (2) 45 minute class periods			Number of ELs:				
Proficiency Levels							
ELs (numbers and/or names)							
Classroom Setting: ESL Class / High School							
Program Model:							
Other relevant student information:							
Standards and Objectives							<u>DEFINE</u>
	Language Objectives			English language proficiency standards			
1	SWBAT actively participate in small group discussions to justify and determine placement of vocabulary words along a gradient.			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			

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Lesson Information and Activities			SI Strand(s)
2	SWBAT utilize new vocabulary to rewrite a paragraph using vivid, descriptive language.	<p>WIDA: ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD CA: 1.C Productive: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	
	Content Objectives	Content Standards	
1	SWBAT participate in constructive conversations with peers to discuss “shades of meaning” of descriptive adjectives and to negotiate placement on a semantic gradient paint chip.	<p>CCSS.ELA-LITERACY.SL.9-10.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
2	SWBAT create or select descriptive adjectives to enhance their writing as they revise a paragraph.	<p>CC.9-10.W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p>	

Incorporating all four language domains

Identify how each of the language demands of the tasks are related to each language domain.

	Written	Oral
Receptive	Reading Students will consult dictionaries and online resources to research unfamiliar terms.	Listening Students will actively listen to peers in small group discussions.
Productive	Writing Students will utilize descriptive adjectives from their paint chips to complete a cloze paragraph.	Speaking Students will use the target language to negotiate the meaning of words and to determine placement on a gradient.

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

General academic language	Language specific to the content area
Key words chosen from the content reading are: Casual, surly, gaping, stride, whimper, furious, brawny, cruel, mighty, terrified, magnificent	Synonyms and antonyms Parts of speech (adjectives, verbs and nouns)

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

- Provide several examples of synonyms and antonyms that students are already familiar with. Ask for examples from their own languages.
- Show a model of a completed paint chip developed by the teacher and use Think-Alouds to discuss the differences in meaning of each word and how the meanings were placed on the gradient.
- Use word banks for students to complete their gradients.
- Chunk the lesson into smaller segments.

How the lesson will incorporate bilingualism/students' native languages as resources

- Ask students to create a gradient in their own language using the example with hot/cold.
- Students may be paired with native language peers for support.
- Students will use bilingual dictionaries and online resources to learn new words.

Materials and Texts

Name	Type	Level	Connection to Ss (What will this mean to them? How can you make it even more meaningful?)
<i>Puddle</i> by Arthur Porges	Literary fiction; short story	Abridged	The narrator tells about a scary event from his childhood; teens enjoy this genre and may also be able to talk about events that scared them when they were young.

DEFINE

APPLY

CULTIVATE

Supplementary Materials and Realia

- Bilingual dictionaries and computers with web access
- Teacher-developed worksheets with semantic gradients and paragraph activity
- Paint chips (free at hardware stores) and markers; rings or envelopes to hold them together

Estimated Time: 2 periods (45 minutes each)

Language Domains: XReading XWriting XListening XSpeaking

Grouping:

Independent Work

XPair

X Small Group

Whole class

Reason for grouping:

X First

X English

X Reading level

Content

Interest

Other:

language

proficiency

understanding

Preview: Connections to past learning or the larger unit sequence

Previewing activity:

- Project or write on the board a sample gradient, using a word bank. Start with the anchor words, antonyms “freezing” and “sweltering” --- freezing / _____ / _____ / _____ / _____ / sweltering (word bank: hot, cool, warm, cold)
- Discuss with the students how these words vary in terms of shades of meaning and how they could be placed on the gradient.
- Demonstrate how each word changes the context of this sentence:
“We had to wait in the _____ bus shelter for 10 minutes today because the bus was late.”
- Write the example from the **Shades of Meaning** handout on the board, and have students work with you to place the words in the appropriate order. Remind them to use physical and online dictionaries and thesauruses, as well as other useful resources, to look up unfamiliar terms and listen to pronunciation.

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

1. Distribute the **Shades of Meaning** worksheet and clarify directions to students.
2. Assign partners; circulate and monitor student pairs as they discuss meanings of words and their reasons for arranging them on the gradient. Monitor the discussion and thought process for placing words.
3. If you notice that several groups are struggling with a particular set, call the class’s attention to the board and discuss that set of words together.
4. Once task sheets have been checked, have students create their paint chips.
5. Distribute the **Haunted House Paragraph** that needs to be completed using vocabulary from the paint chips.

MODIFY

APPLY

<p>6. Closure: Ask students to take turns reading sentences aloud from their paragraphs and to listen for different ideas. Discuss how word choice impacts the meaning of the sentences. Collect paragraphs for individual assessment.</p> <p>Connections/Extension:</p> <ul style="list-style-type: none"> • For a more challenging task, students can be given only two anchor words and then asked to develop their own gradient. • As they read stories in their unit, students can be asked to select their own words and create paint chips to add to their rings. • This activity will assist students in their comprehension of the story as they have already had significant exposure to, and practice with, key vocabulary. <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> <p><u>Students will be assessed through a range of tools including:</u></p> <ul style="list-style-type: none"> • Frequent checks for understanding with individual students • Monitoring conversations in small groups and listening to discussions as they negotiate meaning of new words • Check accuracy of paint chips • Collect revised paragraphs for individual assessment 	<p><u>MODIFY</u></p>
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Once students are comfortable with determining shades of meaning, further activities can be customized to relate to content area vocabulary and readings. By reinforcing use of these strategies and engaging students in meaningful vocabulary activities, new words will be more easily learned and remembered. Students can write narratives about their families or events in their own lives, then read each other’s writing and highlight their peers’ use of precise, descriptive vocabulary. You can create a class bulletin board of “RIP” (Rest in Peace) boring words such as <i>good, fun, say</i> that students will refrain from using in their writing.</p>	<p><u>CULTIVATE</u></p>

SHADES OF MEANING

Example:

meticulous / tidy / careful / casual / carefree / haphazard

1. dawdle / _____ / _____ / _____ / _____ / sprint

Word bank: amble, dash, stroll, stride

2. petrified / _____ / _____ / _____ / _____ / fearless

Word bank: terrified, fearful, courageous, daring

3. brawny / _____ / _____ / _____ / _____ / feeble

Word bank: strong, frail, weak, powerful

4. irate / _____ / _____ / _____ / _____ / joyous

Word bank: surly, happy, carefree, furious

5. sob / _____ / _____ / _____ / _____ / roar

Word bank: giggle, whimper, cry, chuckle

6. evil / _____ / _____ / _____ / _____ / delightful

Word bank: mean, amiable, kind, cruel

7. gaping / _____ / _____ / _____ / _____ / ignoring

Word bank: looking, glancing, overlooking, staring

8. magnificent / _____ / _____ / _____ / _____ / microscopic

Word bank: miniscule, tiny, hefty, massive

COMPLETE THE PARAGRAPH USING DESCRIPTIVE LANGUAGE

Use your paint chip words for reference. You will need to add your own nouns to a few blanks.

The Haunted House

Once upon a time there was a _____ haunted house on the outskirts of town. A group of kids had always been _____ of this house. One day, these _____ kids decided that they were going to get inside this house. After school, they _____ to the house. The door had a picture of a _____ on it. This picture was very _____. The _____ of the kids turned the doorknob very slowly. When the door opened, a _____ bunch of _____ flew out. The kids _____ into the house. Out of nowhere an old man _____ towards them. They were thinking they should _____ out of the house, but all of a sudden the door slammed shut. The man was just standing there, _____ at them. The man stopped right in front of the kids. Suddenly, he began to _____. The kids looked at each other with _____ expressions on their faces. All at once, the kids turned around and _____ out of the house! They never visited that house again.

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**