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: Emoji Equality: The Most Important Word							
Content Area: English Language Arts Grade Level(s): 9							
Unit Description: This resource develops English Learners' literacy proficiency with informational text, particularly news stories that are used frequently across the curriculum to support content instruction. Students read a short article aloud with the teacher, then individually select the most important word for understanding the main idea of the article. With a partner, they discuss their word choices and then work collaboratively to turn those words into one summary sentence. All sentences from the class are collected and shared digitally, and students identify repeated words and sentence constructions while also debating and justifying which words are most important. Students then engage in vocabulary practice and application to help them acquire and use new academic words in context. The topic of this lesson fits into a larger unit on how media (including social media) shape the							
way people think.		<u> </u>				<u></u>	
Length of lesson: 1 block period, 80-minutes Number of ELs: 28							
Proficiency Levels	1	2	3	4	5		
ELs (numbers and/or names)							
Program Model: English I class using SIOP Model.							
Other relevant student information: This class is a sheltered English 1 through ESOL class for ninth graders. Many students are newcomers with gaps in education, so lexiles of texts are lower than those used in the English 1 course for native speakers, and instruction is heavily scaffolded.							
Standards and Objectives							
Language Objective	es		English I	anguage profic	ency standards		<u>DEFINE</u>

	Lesson Informat	ion and Activities	SI Strand(
	SWBAT discuss topic of emojis and vocabulary words from the text with a peer, and write a summary sentence.	WIDA: ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting	
1		ELD CA: 1.A Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	
	SWBAT read a news article and identify words critical to understanding the main idea.	WIDA: ELD Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
2		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 summarize information from a text cohesively.	CCSS.ELA-LITERACY.RI.9-10.2 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 deepen word knowledge of new vocabulary from the text and present information in Frayer Models.	CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.	

Incorporating all four language domains

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

		Written	Oral	
	41	Reading	Listening	
Receptive		Students will read an informational text for understanding.	Students will answer teacher-generated questions, and participate in discussions with peers to complete various tasks.	
		Writing	Speaking	
	Productive	Students will use selected key words from the text to write a summary sentence. These vocabulary words will then be explored further through construction of Frayer Models.	Students will work with partners to discuss their ideas about the topic before the text is read. They will work collaboratively to construct a summary sentence and a vocabulary Frayer Model.	

<u>Key language for students</u> (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
Process/function words: Discuss, stand up, turn around, research, justify, open a shared document	Specific vocabulary words from the text:
Words that teach word parts:	Expanding, offerings, depicted, rock climbers, fuel, gender, stereotypes, pivotal, proposed, versions
 expanding / expand / expansion 	Phrases: Get in on the action, worth [doing]
creation / create / creator	
 proposed / proposal / proposition 	

APPLY

DEFINE

<u>Key characteristics of teacher talk</u> (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.
- Speak slowly with shorter sentences, and check for comprehension with questioning.

- Use Think-Pair-Share strategy so students can discuss ideas with peers before responding to the whole class.
- Read text together chorally; students can practice reading aloud with a lowered affective filter.
- Model an example of a summary sentence using paired words.
- Use think aloud strategy to complete a sample Frayer Model with students, including how to use online dictionary sites to find definitions and parts of speech, hear words pronounced, etc.

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

- Peer-to-peer interaction with discussion and clarification in native language as needed.
- Students will utilize bilingual dictionaries.
- Teacher will emphasize cognates in the text to aid student comprehension and vocabulary acquisition.

Materials and Texts

CULTIVATE

Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Emoji Equality Scholastic Junior https://junior.scholastic.com/iss ues/2016-17/090516/emoji- equality.html (Print issue September 5, 2016) Note: Subscription needed, or consider paraphrasing an article from the Supplementary Materials below.	Informational text; adapted news article	Lexile 900	This is an engaging topic for students, who live in a texting culture and use emojis frequently to communicate. You can ask students if they think the emojis available on their cell phones or in different apps are representative of people from all cultures and races.
Teacher-developed slideshow to guide students through the lesson activities.			This slideshow provides the directions for each activity, along with visuals and examples to clarify tasks. It also helps the teacher to pace the lesson appropriately.
Blank Frayer Model template, shared digitally via Google Slides			Students can personalize their templates using a variety of multimedia, including images, audio, and video clips.
Merriam-Webster Learner's Dictionary			Students all have Chromebooks, and this is a recommended online dictionary to use.

http://om	/www.learnersdictionary.c						MODIFY
	mentary Materials and Ro						
•	If students are more profice http://www.payscale.com/	career-news/2016	5/05/googl	e-proposes-13	3-new-emojis-fo	r-gender-equalit	<u>/</u>
	https://medium.com/goog	le-design/taking-tl	<u>ne-equality</u>	<u>/-conversatior</u>	n-to-emoji-e6dc	<u>e28e006d</u>	
•	Sticky notes, copies of Thin Students can also share tex emojis.			•			

Lesson Information and Activities					
Estimated Time: One 80 minute class segment Language Domains: x Reading x Writing x Listening x Speaking Grouping: x Independent Work x Pair Small Group x 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 1. Activate student knowledge about the topic—emojis—through a structured Think-Pair-Share activity with question prompts. Give students four minutes to respond to questions on their own, then four minutes to speak with their peer, then another two minutes to write their shared ideas. Circulate and provide assistance as needed. Time can also be extended if students are using dictionaries to translate ideas into English. Elicit shared responses from each pair. 2. Pull up Google Slides presentation and project on Smartboard. Ask students to predict what the text may be about based on the title. Ask them how to say emoji and equality in their home languages. Point out that equality is a cognate of igualidad in Spanish. Equal / equality are also math terms that may be familiar to them.	APPLY CULTIVATE				
 Chorally read the language and content objectives with students. 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 Students should each have a copy of the article in front of them. Chorally read it. Then, have students re-read the article independently, looking up any unfamiliar words in their dictionaries. Direct students to the slideshow, and model the steps for the Most Important Word activity. Remind them that they are to select a word that they feel is integral to understanding the article, and they are not to use the words from the title. They must write their word on the sticky note provided and then stand up and quietly find a partner. 	<u>APPLY</u>				

	Lesson Information and Activities	SI Strand(s)		
6.	Once students are all paired up, and teacher has checked to make sure each pair has different words, move to next step and have them use sentence frame provided to discuss their word choice. After this discussion, students are to put their two words together into one sentence that summarizes the article. Their written sentences are submitted via a shared Google Doc and projected to the class. Alternatively, the teacher could ask students to come up and write them on a board or chart paper. Depending on the proficiency level and size of the class, pairs can group with other pairs and create a sentence using three or four of their words.			
7.	Invite students to share their responses orally with the class. Have students identify words that appear most frequently, and also see if there are any grammatical errors that should be corrected. Encourage students to justify their word choices using evidence from the text.			
8.	Vocabulary practice: Each pair is assigned one of the key words from the text (expanding, offerings, depicted, rock climbers, fuel, gender, stereotypes, pivotal, proposed, version, and other words selected by students) and they use the Frayer Model template (Google slide format) to further investigate their word. Each pair adds their template to the class slideshow so they have collectively created a vocabulary resource for further practice and study. The teacher can create additional activities with these words as the unit progresses.	<u>APPLY</u>		
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 v	vill be assessed through a range of tools including:			
2. 3.	Frequent checks for understanding – questioning individual students Monitoring conversations of pairs and listening to discussions as they participate in Think-Pair- Share activity and work collaboratively on their one-sentence summaries. Checking accuracy of vocabulary Frayer Models completed with peers. Reviewing written work of one-sentence summaries (grammar, spelling, content).			
How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?				
Social media is widely used by adults, teens, and children. It would be interesting for students to read another article on this topic, and see if the research finding that more females use emojis in their communication is true in their own families and communities by conducting surveys or informal polls. They could also find out if parents feel emojis are culturally appropriate for their use. To extend this lesson, students could take this data and propose emojis that they would like the Unicode Consortium to consider emojis that are more reflective of their own cultures and races.				

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