

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>Emoji Equality: The Most Important Word</u>							
Content Area: <u>English Language Arts</u> Grade Level(s): <u>9</u>							
Unit Description: <u>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>							
Length of lesson: <u>1 block period, 80-minutes</u> Number of ELs: <u>28</u>							
Proficiency Levels	1	2	3	4	5		
ELs (numbers and/or names)							
Program Model: <u>English I class using SIOP Model.</u>							
Other relevant student information: <u>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.</u>							
Standards and Objectives							<u>DEFINE</u>
	Language Objectives		English language proficiency standards				

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Lesson Information and Activities			SI Strand(s)
1	SWBAT discuss topic of emojis and vocabulary words from the text with a peer, and write a summary sentence.	<p>WIDA: ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD CA: 1.A Collaborative: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>	
2	SWBAT read a news article and identify words critical to understanding the main idea.	<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: 6.B Interpretive: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p>	
	Content Objectives	Content Standards	
1	SWBAT summarize information from a text cohesively.	<p>CCSS.ELA-LITERACY.RI.9-10.2</p> <p>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.</p>	
2	SWBAT deepen word knowledge of new vocabulary from the text and present information in Frayer Models.	<p>CCSS.ELA-LITERACY.L.9-10.4</p> <p>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.</p>	

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Incorporating all four language domains

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

	Written	Oral
Receptive	Reading Students will read an informational text for understanding.	Listening Students will answer teacher-generated questions, and participate in discussions with peers to complete various tasks.
Productive	Writing 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.	Speaking 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.

DEFINE

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
Process/function words: Discuss, stand up, turn around, research, justify, open a shared document Words that teach word parts: <ul style="list-style-type: none"> • expanding / expand / expansion • creation / create / creator • proposed / proposal / proposition 	Specific vocabulary words from the text: Expanding, offerings, depicted, rock climbers, fuel, gender, stereotypes, pivotal, proposed, versions Phrases: Get in on the action, worth [doing]

APPLY

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.
- Speak slowly with shorter sentences, and check for comprehension with questioning.

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- 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

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/issues/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.

CULTIVATE

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http://www.learnersdictionary.com			
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MODIFY

Supplementary Materials and Realia

- If students are more proficient in English, they can read longer news articles on this topic:
<http://www.payscale.com/career-news/2016/05/google-proposes-13-new-emojis-for-gender-equality>
<https://medium.com/google-design/taking-the-equality-conversation-to-emoji-e6dce28e006d>
- Sticky notes, copies of Think-Pair-Share handout, and copies of article, *Emoji Equality*.
- Students can also share text messages they have sent or received on their phones which include emojis.

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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