

## 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)
<b>Lesson Title:</b> Charlotte’s Web _____							
<b>Content Area:</b> ELA _____ <b>Grade Level(s):</b> 4th _____							
<b>Unit Description:</b> Students will reflect on Charlotte’s Web and personalize a character from a book while interacting with their group. Students become aware of the details that make up their characters and use these to personalize them. _____							
<b>Length of lesson:</b> One hour _____ <b>Number of ELs:</b> _____							
Proficiency Levels							
ELs (numbers and/or names)							
<b>Program Model:</b> _____							
<b>Other relevant student information:</b> _____							
<b>Standards and Objectives</b>							
	Language Objectives	English language proficiency standards					
1	Student will be able to (SWBAT) talk with their group about their assigned characters by pretending they are having a casual conversation at a dinner party.						
2							
3							
	Content Objectives	Content Standards					

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1	<p>Student will be able to (SWBAT) assume the persona of a character in the book <i>Charlotte's Web</i> and represent his or her unique characteristics and personality.</p>	<p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
2		
3		

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<p><b><u>Incorporating all four language domains</u></b></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 excerpts of Charlotte’s Web</p> </td> <td> <p>Listening</p> <p>Students will listen to their group members role playing at the dinner party</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>The students will write down the most important details and examples from the story.</p> </td> <td> <p>Speaking</p> <p>Students will role play their character at the dinner party</p> </td> </tr> </tbody> </table> <p><b><u>Key language for students</u></b> (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> </td> <td> </td> </tr> </tbody> </table> <p><b><u>Key characteristics of teacher talk</u></b> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <p><b><u>How the lesson will incorporate bilingualism/students’ native languages as resources</u></b></p> <p> </p> <p><b><u>Materials and Texts</u></b></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>Charlotte’s Web</td> <td>Narrative text</td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Supplementary Materials and Realia</b></p> <p> </p>				Written	Oral	Receptive	<p>Reading</p> <p>Students will read excerpts of Charlotte’s Web</p>	<p>Listening</p> <p>Students will listen to their group members role playing at the dinner party</p>	Productive	<p>Writing</p> <p>The students will write down the most important details and examples from the story.</p>	<p>Speaking</p> <p>Students will role play their character at the dinner party</p>	General academic language	Language specific to the content area			Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)	Charlotte’s Web	Narrative text							
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<p>Estimated Time: _____</p> <p><b>Language Domains:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p><b>Grouping:</b></p> <p style="padding-left: 20px;"> <input type="checkbox"/> Independent Work                      <input type="checkbox"/> Pair                      <input type="checkbox"/> Small Group                      <input type="checkbox"/> Whole class         </p> <p>Reason for grouping:</p> <p style="padding-left: 20px;"> <input type="checkbox"/> First language      <input type="checkbox"/> English proficiency      <input type="checkbox"/> Reading level      <input type="checkbox"/> Content understanding      <input type="checkbox"/> Interest      <input type="checkbox"/> Other:         </p> <p><b>Preview:</b> Connections to past learning or the larger unit sequence</p> <p><b>Presentation:</b> 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</p> <p><b>11:00-11:20pm:</b> Activate background knowledge by reviewing the story. The teacher will ask higher order thinking questions in order for students to think about the major characters in the novel.</p> <p><b>11:20-11:30m:</b> The teacher will assign the students one character from the book. The students will write down the most important details and examples from the story. Students will be able to refer back to these descriptions for the next activity.</p> <p><b>11:30-11:50pm:</b> The teacher will group students together. Each group has diverse character from the novel and will be asked to act and talk like their assigned characters as if they were in an informal dinner party. During this time students will listen and talk with their group in order to promote interaction.</p> <p><b>11:50-12:00pm:</b> The teacher will call students' attention again for the final culminating activity. The teacher will ask the student what new information they learned from the characters. Teacher will ask students to reflect on the personification of the characters by their peers and their own.</p>	

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<p><b>Assessment:</b> 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>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p>	

**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