

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)														
<p>Lesson Title: Worker Bees</p> <p>Content Area: ELA Grade Level(s): 1</p> <p>Unit Description: Students will engage what a community is based on unit texts weeks, focusing first on the community of honey bees.</p> <hr/> <p>Length of lesson: 40 minutes Number of ELs: 3 out of 28 students</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Proficiency Levels</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Program Model: SEI (Sheltered English Instruction)</p> <p>Other relevant student information: Zion – Spanish speaking home: mother understands and speaks English without any difficulty but uses both English and Spanish when speaking with the children. (Spanish is used mostly when reprimanding children.)</p> <p>Valentina – Spanish speaking home: mother speaks mostly Spanish and understands little English.</p> <p>Alex – Spanish speaking home: parents seem to understand English when spoken to them but Spanish is the preferred language in the home.</p>							Proficiency Levels							ELs (numbers and/or names)							
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<p>Standards and Objectives</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr style="background-color: #c8e6c9;"> <td style="width: 50%; padding: 5px;">Language Objectives</td> <td style="width: 50%; padding: 5px;">English language proficiency standards</td> </tr> </table>							Language Objectives	English language proficiency standards	<div style="border: 1px solid black; background-color: #c8e6c9; padding: 5px; text-align: center; margin: 10px auto; width: 60px;">Define</div>												
Language Objectives	English language proficiency standards																				

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1	Students will be able to read the text <i>Honey Bees</i> and explain orally or in writing “How bee communities and people communities are alike.”	Level 1-2: Students will match pictures to vocabulary words and discuss in small group to show understanding of pre-taught vocabulary. Students will track and choral read pages 186-187 and circle evidence (what are the bees doing?) on an anchor chart representation of those pages (with teacher). Students will copy and illustrate one of the ways bee communities and people communities are alike from the list created by the whole class at the end of the lesson with visual aids (i.e.: bees feed baby bees illustration vs. people feed babies illustration). Students will dictate their understanding of bees’ jobs based on their picture as the teacher writes their thinking in a write around using different colors to represent different students for a report on bees based on reading the text. Students will be provided a word bank of vocabulary to aid in oral or written information.
2		
Content Objectives		Content Standards
1	Students will be able to describe the connection between an insect community and a community of people.	ELA RI.1.3 -Describe the connections between two individuals, events, ideas, or concepts in a text. (Comparing insect and people communities)
2		

Lesson Information and Activities				SI Strand(s)
<u>Incorporating all four language domains</u>				
Identify how the language demands of the tasks are related to each language domain.				
	Written		Oral	
Receptive	Reading Students read about other insect communities and look for similarities to people communities. (i.e.: ants, mosquitos, etc.)		Listening	
Productive	Writing Ability to write simple sentences to inform grounded in text with the aid of sentence frames		Speaking Concept building/background knowledge of what a community is based on unit texts weeks 1-5 through accountable talk Students share out their informative reports with a partnering class.	
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	
bees grow big make honey save worker live (vs. live) feed			wax cell hive nectar	
Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)				
How the lesson will incorporate bilingualism/students' native languages as resources				
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?)	
Honey Bees				
Supplementary Materials and Realia				

Apply

Lesson Information and Activities	SI Strand(s)
<p>students share their findings and explain their reasoning; grouping and labeling evidence together to show the types of thinking good readers do to make connections to concepts in a text.</p> <p><u>With at risk small group during independent read of text:</u></p> <p>“Today boys and girls we are going to be closely reading a couple pages in our story <i>Honeybees</i> in order to answer the question ‘How are bee communities and people communities alike?’ In order to answer this question we need to track the bees to see what they are doing. We will record what the bees are doing on this anchor chart. As we read the first page I will model for you what a good reader does to track the bees by sharing my thinking out loud with you.”</p> <p>Text with Think Aloud – pg. 186</p> <p>Worker bees make wax cells in the hive. <i>I’m noticing here that the author tells me something the bees are doing...they are making wax cells in the hive. I also notice that the author says these are the worker bees which must mean other bees are part of a bee community but they have different jobs.</i></p> <p>These wax cells are small holes. <i>I see here that the author knows I might not know what a wax cell is....so he explains it to me by telling me they are small holes.</i></p> <p>Bees save honey in some wax cells. <i>Again the author is telling me of something the bees do...they are saving honey and putting it in those holes they make called wax cells.</i></p> <p>Small bees live and grow big in other cells. <i>This one was a little tricky but I’m noticing bees do something else with wax cells...some baby bees (small bees) are kept in wax cells because the author tells me this is where they live and grow big.</i></p> <p><i>After reading, I’m also noticing that the author showed me a lot of what I read in the picture provided in the text. I see wax cells with honey inside and wax cells with baby bees (larva).</i></p> <p>Text with prompting questions for student Think Aloud: pg. 187</p> <p>Bees feed on honey. <i>Does the author tell you anything that the bees do in this sentence? What does it mean to ‘feed’ on honey?</i></p> <p>Worker bees feed honey to the other bees in the hive. <i>What else do the bees do? Are these just any bees or a specific kind of bee?</i></p> <p>Bees make honey from nectar. <i>What are the bees doing with the nectar they collect? Where do you think they put the nectar that is made into honey?</i></p>	<div data-bbox="1406 720 1549 779" style="border: 1px solid black; text-align: center; padding: 2px;">Modify</div> <div data-bbox="1406 863 1549 921" style="border: 1px solid black; text-align: center; padding: 2px;">Apply</div>

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<p>Write Around – Students will take the work they did in whole group and formulate an informative response about the jobs that bees do (already discussing how these jobs relate to humans and integrating this knowledge in whole group). Students will use a word bank of vocabulary and sentence frames, and partner work to develop an informative writing piece to show the knowledge they gained from reading about bees.</p> <p>After students read the text and whole group discourse occurred around the evidence of what bees were doing (jobs) and how bee and people communities are alike, we transitioned to writing about our findings using the write around strategy.</p> <ol style="list-style-type: none"> 1. First, I model a write around whole group based on the text we read from the previous week, <i>Life in the Forest</i>. We write together as a class to develop a write around about how plants are helpful to the animal community. As students share their ideas, I write their responses in different colors to show how we all helped write one piece together. 2. Students are assigned to groups of 2-3 (since the amount of writing is not too taxing - each student writes 1-2 sentences). I keep a small group of students with me to support them in the process. 3. Students clear their desks except for the blank writing paper with the prompt on it. <i>Explain the jobs that bees do.</i> (ie: collect nectar, make honey, feed the babies, protect the queen, etc. based on their reading and the whole group discussion) 4. I review expectations and remind students of the task and how they would take turns adding the next sentence (sharing the pencil to ensure one person was not scribing for the other unless otherwise told to do so by me). The front board provides students with vocabulary we reviewed and are encouraged to use it in their writing. 5. Students are provided with the first sentence and a sentence frame. <i>Bees have many jobs. One job bees do is _____.</i> 6. Students take turns writing and turn in their final draft when completed. <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>Exit Ticket - <i>Bee communities and people communities are the similar because they both _____.</i></p> <p>Formative Assessment Exit Slip - Students will answer the question: Name one way that the honey bee community and a people community are the same. ELL students may draw/label or orally tell about their picture. They will also be provided with a sentence frame <i>Bee communities and people communities are the similar because they both _____.</i> Students will also have the word bank of vocab on the board to aid them in this task.</p> <p>Further Practice:</p> <ul style="list-style-type: none"> • Students integrate knowledge of how insect communities impact people communities. (ie: bees make honey, pollinate flowers etc.) 	<p style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Apply</p>

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<ul style="list-style-type: none"> • Students develop a “Help Wanted” Poster for a bee hive based on the information they gathered from the text. • Students read about other insect communities and look for similarities to people communities. (i.e.: ants, mosquitos, etc.) • Students share out their informative reports with a partnering class. 	
<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