

The Context The classroom is web-based using the ClassIn platform. It supports file sharing, collaborative control and breakout groups. Teachers appear on the student's PCs and share content through ebooks, worksheets, a drawing board, websites and other programs. All students are urban Chinese kids between the ages of 5 and 12. They study English in school and their families value education. Their English levels are mixed. Due to their age and the availability of time-sensitive language skills we attempt to maximize student talking time. We meet one-on-one, or in groups of 5 or 6. These lesson plans are for a group but can be adapted to suit 1-on-1 lessons.

Overview of Learning Segment or Unit: The organization, Languapps, is a very new, private, certified, principal that pairs English teachers with students. The curricula is variable with the time scale. Parents order packages of lessons with specific content in mind. This lesson accompanies reading lists, and an archive of books and worksheets but it highlights skills through world cultures and a lens of self-awareness.

Content Curriculum Standards		English Language Proficiency Standard(s)		
<ul style="list-style-type: none"> ● 2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 		<ul style="list-style-type: none"> ● 2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. 		
Big Idea/ Essential Question	Content Understanding(s)	Language Function	Language Competency	Performance Assessment

<p>[Culture plays a part in our identities. This lesson helps students introduce themselves to each other and ask the standard questions. The structure relies heavily on the teacher's role as an interlocutor and elicitor of the students previous knowledge of interrogatives. (i.e. formative assessments.)]</p>	<p>[CONVERSATION & INTEROGATIVES 2SL1b: Build on others' talks in conversation by linking their comments to the remarks of others through multiple exchanges. Working closely and sharing ideas, planning and performing a dialogue, assessment]</p>	<p>[Students compare age, hobbies, cities, ect... with other students.]</p>	<p>build discourse competency interrogatives should be encouraged to add new words and concepts though eliciting.and yes/no questions in an interview style from two points of view.]</p>	<p>[Sts interview each other as both practice and production of the target language. Prior to that, they're reading and hearing many interrogatives, conferencing, brainstorming, and producing, writing interview questions, and editing each other's work]</p>
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Lesson Plan Day 1:

<p>Content Objective</p>	<p>Language Objective</p>
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[DISCOURSE & SOCIAL STUDIES

By the end of this lesson, students will be able to conduct an interview both asking and answering questions. By using questions and interrogative remarks, they're practicing skills that are useful to respond to a teacher, socialize with friends and find information. The content learning goal is a dialogue between students.]

The students will use National Geographic to practice or review comparatives. They will talk to the teacher to compare height and age. After that, sts will practice comparing possessive noun phrases with possessive pronouns while hearing many sentences in question forms, (QuASI & ASI) from the teacher. We'll add these structures to the vocab that we pre-taught (hair, eyes, hobbies, favorites).

As an exit ticket sts will combine interrogatives, comparatives, possessives and level 2 vocabulary to produce an interviews.]

Materials

[ClassIn, puppet, Nat Geo Our World L1 (NG1), NG1 audio(from youtube), NG1 Teachers Book, rubrics and other ideas came from <https://www.nsta.org/elementaryschool/connections.aspx>,]

Vocabulary

Content-specific:

[words connected with discourse (conversation, dialogue) some words from Nat Geo (birth, common, fraternal, identical, quadruplets, rare, triplets, twins)]

Cross-content:

What are the words in this learning segment that cross disciplines (Tier II words)?

[**instructional words** (ask, tell, pair up), **family/possesive** (Her brother's name, My mom's job, My friend's dog...) **comparative words** (taller, shorter, longer, straighter, brighter, lighter, older, younger) **verb phrase/hobbies** (play sports, walk in the park, use the swings/slide/monkey bars, listen to music, dance..) **other activities** (get a haircut, go shopping, use the computer)

Opening

Do Now/Starter with Anticipatory Set/Motivation

**Time
(approximat
ed in
minutes)**

High Order Question: How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?

5
[5]

[Write $2 + 2 = \underline{\quad}$. Ask, "Is this a question or an answer?" Normally you're going to answer the question. Today we're going to question the answer. Teacher writes their name, where they live, age, shoesize, ect. on the board and calls on students to elicits the questions. Write 3 questions about personal details, 3 about hobbies and interests, and 3 about family. Show the students that these are the teachers answers. Don't forget to ask if they have any more questions.]

Introduction to New Material (I Do/We Do)	
Statement of Lesson Objectives	Time
<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>2</p> <p>[1]</p> <p>["We're going to listen to people talking to eachother. It might be Gaga and I, a father and his son, or you and a classmate." Start the recording. These questions can be used thoroughout, "What do they/can we ask questions about?" "What are some other good questions?"</p> <p>Classes will ask and answer the questions with eachother. 1-on-1 sts will ask the questions to a puppet. Teacher encourages them to ask extra questions.]</p>	
Building Background	
<p><i>How are learning goals relevant to students' lives? How will you determine prior knowledge?</i></p> <p>5</p> <p>[5]</p> <p>[Conversation and building a foundation for positive social interaction. By asking progressively difficult questions in the warm up, we can find the student's prior knowledge of questions forms. By asking students to supply the initial questions for the dialogue, we're doing formative assessment, eliciting prior knowledge, and presenting new sentences all at once.]</p>	
Practice of Lesson Task (Teacher Presentation)	Time

<p><i>How will you show students what you want them to engage in? What will you model in terms of language forms/target language? How will you set them up to “notice” some language?</i></p> <p>[The Warm up is teacher(T)/puppet(P) modeled. The dialogue starts St > T, and then St > P and then book work in pairs, and finally St > St for the final presentation. Teacher will model dialogues with the puppet throughout the interview part of the activity We’re using screen shares to direct student attention to Big English 4 and the book has good directed activities like unscramble the words, pg 7’s comic with recorded dialogue, and a written dialogue of a father asking his son about his first day of school. All this builds to a dialogue between students.]</p>	<p>5 [4]</p>
<p>Checking for Understanding of Task (Informal Assessment)</p>	<p>Time</p>
<p><i>How will you assess that students are ready to begin the independent work portion of the lesson?</i></p> <p>[We’re using solo work as a formative assessment, just a few questions to ensure that each student gets the teacher attention he or she needs. When they finish, they’ll be paired up to create their dialogues.]</p>	<p>3 [3]</p>
<p>Independent Practice (You Do)</p>	
<p>Differentiation of Lesson Task</p>	<p>Time</p>

<p><i>What will students be engaged in for the bulk work portion of the lesson?</i></p> <p><i>How will it be differentiated for students at different proficiency levels (process/product/content)?</i></p> <p><i>How will students be grouped/paired?</i></p> <p><i>What choices will students have about their learning?</i></p> <p>(Differentiated pages in the books, differentiated worksheets materials, different linguistic supports, different task set up, different level of teacher or peer support)</p> <p>[Big English page 4-7 presents the main language goals. Teacher guides sts through these pages and lets them work on the activities on pg 8 solo. As they finish, the teacher will pair them and send them to breakout groups. If there is a student who is far behind the other students, he or she can make a trio. Pairing will mostly be based on how quickly they complete the worksheet.</p> <p>The rest of this lesson is purely productive and students will make questions and dialogues to the best of their abilities and if they trouble, the teacher can suggest some QuASI or ASI sentences.]</p> <p>Beginning/Entering: Teacher will elicit questions about personal information and possibly expand into hobbies & interests.</p> <p>Lo Intermediate/Emerging: Teacher will elicit questions about personal information, hobbies & interests and possibly expand into friends & family.</p> <p>Intermediate/Transitioning: Teacher will elicit questions about personal information, hobbies & interests, friends & family and possibly expand into recent events (i.e. What did you do last weekend?)</p> <p>.</p> <p>Advanced/Expanding: Teacher will elicit questions about personal information, hobbies & interests, friends & family, recent events and possibly expand into future plans.)</p>	<p>20</p> <p>[]</p>
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Feedback on Lesson Task (Informal Assessment)	Time
<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group?</i></p> <p><i>What language do you want to see or hear being used in this portion of the lesson? What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice?</i></p> <p><i>What are some model answers you are expecting?</i></p> <p><i>(formal: test, student roster, rubric, notecards: or Informal: game)</i></p> <p>[The teacher will circulate through breakout groups but when it's time for the presentations, it will be public in the group class. The teacher will mark a rubric for the pairs' presentations and invite students to ask more questions.. Most of the lesson is a productive project where students use the skills they've previously learned. The teacher is emphasizing word order in questions and giving feedback on possible errors. The warm-up/presentation stage uses the blackboard, the teacher will present interview Q/A emphasizing correct usage of BE. In the practice stage students will brainstorm and write interview Q/A and as they are practicing and writing dialogues, the teacher will visit the pairs and make corrections with the whiteboards. At this point the teacher can look for a group to go first.]</p>	<p><i>During above</i></p>
Closing	
Students' Reflection on Learning/Homework Extension	Time

<p><i>How will you determine that students learned the lesson objectives?</i></p> <p><i>What will you do to invite students to share back what they did or learned during the lesson?</i></p> <p><i>How do you intend to create awareness about what they have learned-will learning be on display in the classroom or in an online forum?</i></p> <p><i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[There major goal is memory encoding. By implicitly focusing on interrogatives at the beginning, we're setting the language that they students will be tasked with producing at the end. The brief review of comparatives in between is used to give a gap with directed activities so the students will have additional content to learn and adapt to their interviews. I + 1</p> <p>The teacher will make a kind of collection of questions that students produced at the end as a final group vision board. We'll talk about this as a final activity of the lesson. They will be encouraged to ask their parents, or classmates these questions too and make recordings of themselves interviewing them.</p> <p>Alternatively we could make a small recording of the students conducting interviews with eachother as presentation of student dialogues. Send these to parents. Students will take turns asking and answering questions and afterwards, other students will be given a chance to ask a question. Assessment is informal but will still use a basic rubric.]</p>	<p>10</p> <p>[10]</p>
<p>Impact on Student Learning (Informal Assessment)</p>	
<p><i>What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?</i></p> <p>[The teacher will use a basic rubric but the teacher should also write down notable questions for correction in later lessons, or examples of student's skills. Teacher assess the students</p>	

based on the criteria outlines on the differentiated rubrics. Some of those criteria are, speaking loud and clear, standing straight, asking and answering questions.]

The Context The classroom is web-based. It's entirely on camera over the Zhumu video conferencing program. Teachers appear on the student's computer or tablet and lessons use ebooks, worksheets, an eblackboard, websites and other programs. All students are urban Chinese kids between the ages of 5 and 12. They study English in school and their families value education. All students have at least basic English but some students have issues with pronunciation due to lack of exposure to natural English.

Overview of Learning Segment or Unit: Respond to the prompts below (**no more than 2 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Eliminate narratives within sections in your response.

Content Curriculum Standards		English Language Proficiency Standard(s)		
Next Gen Language anchor STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing]		NYS Common core: 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.]		
Big Idea/ Essential Question	Content Understanding(s)	Language Function	Language Competency	Performance Assessment

<p><i>What essential question or big idea does the larger unit address? Where does this learning segment sit within the larger unit of study? What do you want students to know as a result of this unit?</i></p> <p>[The unit explores cultures and discourses by linking diverse content to skill based lessons. Points of view, differentiated styles choices, about design and details. By the end of this lesson students will know how to use questions to make a conversation about a topic.]</p>	<p><i>What is the content understanding you want to develop in this learning segment? Choose 1-2 clear and focused content understandings.</i></p> <p>[Next Gen. Anchor Standard L1 to focus on academic style content, including proper capitalization and punctuation. The productive stage of the lesson has a writing task. Students should try their best to mimic the style of sentences in the research paper style in a communicative context. We're working with content words and standard 2r1]</p>	<p><i>What is the language function that students will be working towards in this learning segment? Choose 1 language function.</i></p> <p>[Describe a new topic using research.]</p>	<p><i>Name at least one language competency that students will work toward.</i></p> <p>[Learn level three words and use them for talks building discourse competency. Encourage sts to add words and concepts in yes/no questions and interrogatives. Students discuss, taking turns as roles from two points of view. Sts discourse, and pragmatic focus to compile questions.]</p>	<p><i>What will students produce for you to assess both <u>content</u> understanding and <u>language</u> skills at the end of this learning segment? It should be in more than one modality-Listening, Speaking, Reading or Writing.</i></p> <p>[Presentation about the content will encourage them to create a list of ask and answer questions, The goal is to model talk through the interview and take use of children's ability to remember and repeat. And to expand that model into the discussion of the document, and encourage them to write their own questions.]</p>
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Lesson Plan Day 2: Respond to the prompts below (**no more than 3 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt.

Content Objective	Language Objective
<p><i>What will students leave the lesson understanding that they didn't know before?</i></p> <p>[SOCIAL STUDIES</p> <p>The content learning goal is a document that's structured like a magazine article. It's a Raz Kids research article graded to 4 levels of English learners ages 7 +, presuming they're at least elementary level. We're going to read and teach identifying cause and effect relationships in the text, then we're going to ask and answer text dependent questions about the Inuit, a non-fiction text.</p> <p>To scaffold skills from the previous lesson (interrogative sentences) we have a set of non-fiction papers structured for academic English. They contain paragraphs and photo captions. There are four difficulty levels so our material is differentiated for the teacher to present information at i + 1. For some of the students, it will be a new type of reading activity, others will have worked with this type of non-fiction report. The activity has vocabulary for pre-reading</p>	<p><i>What language will the students be asked to practice/learn in this lesson?</i></p> <p>[They will make questions about the examples and details from a text. They will ask and answer the questions with each other, practicing both writing, cognitive creativity, speaking and peer assessment. By letting students make their own questions, they're encouraged to think about details and form grammatical questions. The text is structured like a magazine article. By reading it, students will familiarize with diverse texts. There are 4 graded texts for English learners ages 7 - 12, presuming they're at least elementary level.]</p>

and comprehension check worksheets for post-reading. In addition, we're maximizing contextual pre-learning with warm up discussion and games using student interests as a pivot point to new learning.]

Materials

List all of the textual, visual, auditory materials, technology, etc. that will be called upon for use in this lesson.

[Zhumu Video Conferencing software, Raz-Kids, video about dog sledding <https://www.youtube.com/watch?v=BTsJdlmZIIA> , Four differentiated research papers about The Inuit, question worksheet]

Vocabulary

Content-specific:

What are the content/discipline words in this learning segment (Tier III words)?

wait, shore, chores, imagination

animal skin, hides, wooden goggles, making tools, animal bones, spear

animal fat, sewing needles, sled runners, spear the animals, harpoons

[D4 Electricity, North, carve wood, sew animal skins, tell stories, bundle up, barren tundra, driftwood, brave the harsh cold, master survival, resources, dwellings pigment, thaw, kayaks paddlers, carve, ivory bones]

Cross-content:

What are the words in this learning segment that cross disciplines (Tier II words)?

Hunt, drag, holes in the ice, games, tight, trampoline,

[D4 Balance, cultural, modern, wild, freeze, parka, horizon, blankets of snow, take root]

Opening

Do Now/Starter with Anticipatory Set/Motivation

**Time
(approximat
ed in
minutes)**

High Order Question: How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?

5
[7]

[By starting a discussion about their schools and eliciting the word recess, (“What’s the free play time in school called? Sometimes you go outside”, “How long is recess?”, “What if it was double recess?” $35 + 35 = \underline{\quad}$. Now we have a few more concepts to work with (i.e. homework, field trips, class rules). Choose a topic and write PRO/CON on the board. Explore the concept as a group until there are sufficiently enough ideas on the board. Now, do a Pro/Con about living in the frozen north and finally the youtube video. The youtube video about sled dogs, while-watching question, “What is the puppy’s name?” “What is it bred to do?”]

Introduction to New Material (I Do/We Do)

Statement of Lesson Objectives

Time

<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>[PRO/CON activity DOG SLEDDING TO SCHOOL. Students' background of interrogatives will blend with the PRO/CON activity. "In the next activity, you're going to read about people who live in the Frozen North. How would your life be different if you lived there?" During pre-teaching, teachers can emphasize the importance of remembering the words, which will be used in their summative assessments. Explaining the lesson and focusing on some vocabulary words will help them]</p>	<p>2</p> <p>[2]</p>
<p>Building Background</p>	
<p><i>How are learning goals relevant to students' lives? How will you determine prior knowledge?</i></p> <p>[These learning goals pertain to the acquisition of facts and knowledge about diverse cultures. They are learning research methods. Prior knowledge is determined through in Lesson 1 and level checks are confirmed. The four differentiated tasks for this lesson roughly correspond to Common European Framework levels A1, A2, B1 & B2]</p>	<p>5</p> <p>[5]</p>
<p>Practice of Lesson Task (Teacher Presentation)</p>	<p>Time</p>

<p><i>How will you show students what you want them to engage in? What will you model in terms of language forms/target language? How will you set them up to “notice” some language?</i></p> <p>[In warm-ups, group readings, and breakout rooms, the teacher will ask sts questions that contain comparative structures to scaffold the previous lesson. Before giving them the research papers, the teacher will share quite a bit of pre-reading activities (evaluating details, discussions, a video, talk about dog-sledding). “Underline 3/5/more interesting facts and details that we can discuss after we’ve read the article once.” They will be well prepared for the topic of the paper but to prepare them for the language points in it, we can also transition by asking students, “Which animals like cold weather?” and more direct questions like, “Would you like to go to school by dog sled? The pre-teach stage will contain a video about dog sledding.]</p>	<p>5 [5]</p>
<p>Checking for Understanding of Task (Informal Assessment)</p>	<p>Time</p>
<p><i>How will you assess that students are ready to begin the independent work portion of the lesson?</i></p> <p>[Once students have finished reading, the teacher will bring everyone back in a group and ask a few CCQs. “Where do they live?” “What animals live in the frozen North?”, “What do the Inuit use animal skins for?”]</p>	<p>3 [3]</p>
<p>Independent Practice (You Do)</p>	
<p>Differentiation of Lesson Task</p>	<p>Time</p>

<p><i>What will students be engaged in for the bulk work portion of the lesson?</i></p> <p><i>How will it be differentiated for students at different proficiency levels (process/product/content)?</i></p> <p><i>How will students be grouped/paired?</i></p> <p><i>What choices will students have about their learning?</i></p> <p>(The bulk of the lesson will be in a class/pair/solo reading activity, depending on the size and level. If the class is mixed and differentiated tasks are used, the lower level sts will do an extra activity where they draw a picture of some activity from the text. The teacher can assign differentiated productive work to accompany differentiated research paper and this will require, different linguistic supports, different tasks to set up, different level of teacher or peer support)</p> <p>Beginning/Entering: Reading the text followed by writing 3 sentences about it.</p> <p>Lo Intermediate/Emerging: Reading the text followed by writing 3 questions about it to ask with their partners.</p> <p>Intermediate/Transitioning: Reading the text followed by writing 5 complex questions about it to ask their partners.</p> <p>Advanced/Expanding: Reading the text followed by writing an essay about it and quizzing their partners.</p> <p>[]</p>	<p>20</p> <p>[]</p>
<p>Feedback on Lesson Task (Informal Assessment)</p>	<p>Time</p>

<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group?</i></p> <p><i>What language do you want to see or hear being used in this portion of the lesson? What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice?</i></p> <p><i>What are some model answers you are expecting?</i></p> <p><i>formal: test, student roster, rubric, notecards: or Informal: game)</i></p> <p>[The teacher will use Zhumu breakout groups to give on the-spot feedback as they are asking questions and discussing the article in groups. This will happen after they've written their sentences/essays.</p> <p>The teacher is looking for content words from the text like (igloo, seals, sled) It may be difficult for students to use these in conversation but the teacher can join breakout groups and write those words down as prompts and/or review question structures.</p> <p>The teacher can expect to hear, "Where do the Inuit live?" "How do the Inuet travel?", "What do they eat?" "Why do they wear clothing made from animal skins?"</p> <p>Evaluating students progress will be done by assessing their work on the writing and speaking part. Their sentences/questions/essays should be reviewed and commented on.]</p>	<p><i>During above</i></p>
<p>Closing</p>	
<p>Students' Reflection on Learning/Homework Extension</p>	<p>Time</p>

<p><i>How will you determine that students learned the lesson objectives?</i></p> <p><i>What will you do to invite students to share back what they did or learned during the lesson?</i></p> <p><i>How do you intend to create awareness about what they have learned-will learning be on display in the classroom or in an online forum?</i></p> <p><i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[When students are finished reading the research paper, the teacher should meet and talk about the Inuit, asking questions about where they live, lifestyles, clothing, transportation. This will bring these facts to mind and the teacher can model some sentences. Then the teacher can tell the student to write some sentences. The target language and number of sentences can vary depending on the level of the students.</p> <p>If the students are elementary level and they read the the Inuit 1, then they should write present simple sentences with information about what they eat, and where they live.</p> <p>Level 2 > students can write comparative sentences and sentences that explain details about the Inuit.</p> <p>Level 3 > sts can write more complex sentences that describe the landscape and details about the land of the Inuit.</p> <p>Level 4 > sts write full essays with an introduction, thesis, body paragraphs and a conclusion.]</p>	<p>10</p> <p>[10]</p>
<p>Impact on Student Learning (Informal Assessment)</p>	
<p><i>What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?</i></p>	

[Writing activities give good assessments of students' skills in grammar, vocab and idea building The writing activities that the students will produce should be used for assessments for a later unit on writing.]

Lesson Plan Day 3: Respond to the prompts below (**no more than 3 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt.

Copy-Paste from above

The Context The classroom is web-based. It's entirely on camera over the Zhumu video conferencing program. Teachers appear on the student's computer or tablet and lessons use ebooks, worksheets, an eblackboard, websites and other programs. All students are urban Chinese kids between the ages of 5 and 12. They study English in school and their families value education. All students have at least basic English but some students have issues with pronunciation due to lack of exposure to natural English.

Overview of Learning Segment or Unit: Respond to the prompts below (**no more than 2 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Eliminate narratives within sections in your response.

Content Curriculum Standards	English Language Proficiency Standard(s)
Next Gen Language anchor STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	NYS Common core: Craft and Structure standard 1R4 .

		<p>[Identify specific words that express feelings and senses.]</p> <p>2L4d [Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).]</p>		
Big Idea/ Essential Question	Content Understanding(s)	Language Function	Language Competency	Performance Assessment

<p><i>What essential question or big idea does the larger unit address? Where does this learning segment sit within the larger unit of study? What do you want students to know as a result of this unit?</i></p> <p>[This lesson works to connect a diverse group of students to the English content about cultural content. Lesson 2 widened the cultural sphere and lesson 3 will narrow it down again. Students will read a book and consider winter activities that</p>	<p><i>What is the content understanding you want to develop in this learning segment? Choose 1-2 clear and focused content understandings.</i></p> <p>[We're learning some vocabulary which connects to NYNG 2L4d with words like snowboard, snowman, and snowflake.]</p>	<p><i>What is the language function that students will be working towards in this learning segment? Choose 1 language function.</i></p> <p>[Compare and consider your opinion]</p>	<p><i>Name at least one language competency that students will work toward.</i></p> <p>[word competency: students are going to recognize and use unique verbs, (i.e. investigate)]</p>	<p><i>What will students produce for you to assess both <u>content</u> understanding and <u>language</u> skills at the end of this learning segment? It should be in more than one modality-Listening, Speaking, Reading or Writing.</i></p> <p>[Exam book, grammar and comprehension]</p>
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they partake in.				
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Lesson Plan Day 1: Respond to the prompts below (**no more than 3 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt.

Content Objective	Language Objective
<p><i>What will students leave the lesson understanding that they didn't know before?</i></p> <p>[SOCIAL STUDIES & LITERATURE]</p>	<p><i>What language will the students be asked to practice/learn in this lesson?</i></p> <p>[Reading Strategy: visualizing to understand text Comprehension: problem and solution, Phonics: r-colored vowels, Grammar and Mechanisms: recognize and use interesting verbs, Word work: time and order words, Think, Collaborate, Discuss: promote higher-order thinking for small groups or whole class]</p>
<p>Materials</p>	

List all of the textual, visual, auditory materials, technology, etc. that will be called upon for use in this lesson. INTERNET RESOURCES CITED SHOULD INCLUDE BOTH THE ONES YOU WILL USE WITH STUDENTS AND THOSE USED IN THE CREATION OF THIS LESSON/S.

[Discussion card, worksheet, vocabulary cards, quiz sheet, weather worksheet (resources> ELL edition> ELL content picture packs> Seasons and Weather),https://www.youtube.com/watch?v=S_8M83PSncE]

Vocabulary

Content-specific:

What are the content/discipline words in this learning segment (Tier III words)?

Winter Sports: Climbing, ice hockey, skiing, snowboarding, snowshoeing

Winter Vacation: arrive, bored, microphone, neighborhood, squeals, vacation

Cross-content:

What are the words in this learning segment that cross disciplines (Tier II words)?

go, play, we, sports

Opening

Do Now/Starter with Anticipatory Set/Motivation

**Time
(approximat**

	ed in minutes)
<p><i>High Order Question: How will you get students started as they enter the room? What will be the first task they must engage in to capture their interest?</i></p> <p>[Elicit the four seasons from the students. “What kinds of activities can you do in the spring/summer/fall/winter?” “Which season is your favorite?” “Why?”]</p>	<p>5</p> <p>[5]</p>
Introduction to New Material (I Do/We Do)	
Statement of Lesson Objectives	Time
<p><i>How will you express to students what the learning goals for the lesson are?</i></p> <p>[“Students, today we’re reading and we want to be careful of the sounds of the words so let’s practice a listen and repeat.” listen and repeat words slow/fast, loud/quiet/ happy/sad]</p>	<p>2</p> <p>[2]</p>
Building Background	
<p><i>How are learning goals relevant to students’ lives? How will you determine prior knowledge?</i></p>	<p>5</p> <p>[5]</p>

<p>[The content of this activity draws from topics we discussed in previous lessons.]</p>	
<p>Practice of Lesson Task (Teacher Presentation)</p>	<p>Time</p>
<p><i>How will you show students what you want them to engage in? What will you model in terms of language forms/target language? How will you set them up to “notice” some language?</i></p> <p>[We can collect more winter vocabulary, “Watch this video and write down five words you know, 5 words you’re not sure of, and try to write down five new words.]</p>	<p>5 []</p>
<p>Checking for Understanding of Task (Informal Assessment)</p>	<p>Time</p>
<p><i>How will you assess that students are ready to begin the independent work portion of the lesson?</i></p> <p>[“Does anyone have any questions.”]</p>	<p>3 []</p>
<p style="text-align: center;">Independent Practice (You Do)</p>	
<p>Differentiation of Lesson Task</p>	<p>Time</p>

<p><i>What will students be engaged in for the bulk work portion of the lesson?</i></p> <p><i>How will it be differentiated for students at different proficiency levels (process/product/content)?</i></p> <p><i>How will students be grouped/paired?</i></p> <p><i>What choices will students have about their learning?</i></p> <p>(different materials, different linguistic supports, different task set up, different level of teacher or peer support)</p> <p>Beginning/Entering: Winter Sports</p> <p>Lo Intermediate/Emerging: Winter Vacation</p> <p>Intermediate/Transitioning: Wonderful Winter</p> <p>Advanced/Expanding: Baltic Rescue</p> <p>[]</p>	<p>20</p> <p>[]</p>
<p>Feedback on Lesson Task (Informal Assessment)</p>	<p>Time</p>

<p><i>What will you do to watch and provide on-the-spot feedback on language use to students as you circulate or target a particular group?</i></p> <p><i>What language do you want to see or hear being used in this portion of the lesson? What possible difficulties/errors/misconceptions can you predict may come up? How can or have you built these into your original guided practice?</i></p> <p><i>What are some model answers you are expecting?</i></p> <p><i>(formal: test, student roster, rubric, notecards: or Informal: game)</i></p> <p>[Were going to rely on the worksheets from Raz for the assessment here. We want to hear a different set of language from each of the levels. Some of the model answers the teacher can expect are “My favorite winter sport is skiing because I like to go fast.”]</p>	<p><i>During above</i></p>
<p>Closing</p>	
<p>Students' Reflection on Learning/Homework Extension</p>	<p>Time</p>
<p><i>How will you determine that students learned the lesson objectives?</i></p> <p><i>What will you do to invite students to share back what they did or learned during the lesson?</i></p> <p><i>How do you intend to create awareness about what they have learned-will learning be on display in the classroom or in an online forum?</i></p> <p><i>What will they be asked to practice when they go home related to the lesson?</i></p> <p>[The worksheets will be checked. I'll also make follow up activities into the winter. I'll ask them to tell me when the first snow falls in their city, and ask what activities they did.]</p>	<p>10</p> <p>[]</p>

Impact on Student Learning (Informal Assessment)

What data did you collect during or at the conclusion of the lesson to review in order to ascertain where students are in their language and content learning?

[The students send their worksheets and homework.]