

4th-Grade ESL Lesson Plan Template - Mary Carr Greer Elementary School - 2021-2022 Academic Year

<p>Name: Anton Brinckwirth Mentor Teacher: Jessa Lucia Date of Lesson: November 9, 2021</p>	<p>Lesson Topic: Reading - Identifying and using text features such as type, headings, and graphics to predict and categorize information.</p>
<p>Content Area: ELA / ESOL</p>	<p>Grade Level(s): 4th Grade Participating Students: And, Nao, Just, Magg, Ngam</p>

Lesson Content

<p>Background Information/ Relevance/ Context/ Rationale (Purpose)</p> <ul style="list-style-type: none"> • The lesson will be delivered by the intern to fulfill the placement’s third evaluation cycle. • The lesson reflects guided practice of the learning targets for SOL 4.6a outlined below. • The instructor will lead a session of guided practice allowing students opportunities to apply newly acquired skills stated in SOL Standard 4.6a in the Reading Strand of the Curriculum Framework document.
<p>VSOLs/CCSSs Addressed:</p> <p>4.6. The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</p>

Learning Targets

As a result of this lesson, students will...

<p>Explore the following ESSENTIAL QUESTIONS...</p> <p>How can I refer to or use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts?</p>	<p>UNDERSTAND THAT...</p> <p>Key details of informational texts can be used to identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions about nonfiction texts across the curriculum, including materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.</p>
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<p>KNOW...</p> <p>the concepts and vocabulary used to refer to the text structures such as headings, paragraphs, and format, to preview a text and make predictions by using before-, during-, and after reading strategies (e.g., using graphic organizers, question generation, and summarization).</p> <ul style="list-style-type: none"> • Before reading, students use text structures to predict and categorize information. • During reading, students formulate questions and make and revise ongoing predictions and inferences, using given information. • After reading, students confirm or dismiss previous predictions and inferences. 	<p>BE ABLE TO (DO)...</p> <ul style="list-style-type: none"> • Summarize key details of informational texts, connecting new information to prior knowledge. • Identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend. • Actively ask questions, visualize, make connections, and predict as they read. • Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts. • Identify new information learned from reading. • Read familiar text with Fluency, accuracy, and expression. • Become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).
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Plan for Assessment

<p>Learning target(s) for which you will collect data (write out):</p> <p>Refer to or use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. Data will be collected through teacher observation and the graphic organizer.</p>		
<p>Type of Assessment (choose and highlight one):</p> <p><input type="checkbox"/> Diagnostic Assessment or Pre-Assessment (before the lesson)</p> <p><input checked="" type="checkbox"/> Formative Assessment (during the lesson)</p> <p><input type="checkbox"/> Summative Assessment (after the lesson)</p>	<p>Possible Options:</p> <p><input type="checkbox"/> Previous class work</p> <p><input checked="" type="checkbox"/> Graphic organizer</p> <p><input type="checkbox"/> Journal entry</p> <p><input type="checkbox"/> Think/Pair/Share</p> <p><input type="checkbox"/> 1-minute essay</p>	<p><input type="checkbox"/> Problem set</p> <p><input checked="" type="checkbox"/> Strategic questioning</p> <p><input type="checkbox"/> Learning/response log</p> <p><input type="checkbox"/> Exit ticket</p> <p><input type="checkbox"/> 3-2-1 countdown</p> <p><input type="checkbox"/> Other</p>
<p>Specific Plan (What does the assessment entail, and what evidence will help you determine students' progress towards the learning target(s)?):</p> <p>The graphic organizers completed by students during the small group activity will serve as formative assessment data.</p>		

Lesson Sequence

Steps in the Lesson (including Modalities & Resources)

Pre-lesson

- Students will have already received foundational instruction for the 4.6 ELA Reading unit.
- The 4.6a lesson, therefore, will not introduce new learning material.
- Instead, the intern will deliver a lesson designed as guided practice to give learners an opportunity to show the intern what the learners actually know.
- Mentor teacher recommended Linda Bruce's *Season and Weather* (2001) reader, to draw from relevant high-quality content for the lesson. Selected for instructional reading level for most of the students in my group.
- The intern will push in to teach a designated group of five 4th-grade ELs. (And, Mag, Ngam, Just, Nao)
- The rest of the class will break up into small groups, too, and work with the instructor.
- The intern will work with the EL group in the main classroom or lead the guided practice session in the testing room if available.
- Intern will be videotaped for the third evaluation cycle. Students' backs will be turned to the camera during videotaping. Intern will prepare the camera prior to the lesson.

Lesson Script

Introduction (3min)

1. **Say hello and introduce yourself** (0:15)
2. **Explain the learning targets** (0:45)
3. **Explain the lesson and flow** (1:00)
4. Explain to students what they will demonstrate and what they will know about the topic by pointing, reading, answering questions.
5. **Behavior and classroom management** (1:00)
 - Speak clearly and concisely. And in a serious tone.
 - I need you to listen and read and show me that you understand the reading.
 - No time for disruptive behavior. I need you to focus.
 - When someone is speaking or reading, we will be respectful and not interrupt so that we can complete the activity
 - When I ask a question, the proper way to respond is to, please (motion) raise our hands.

Planning for Learner Diversity / Instructional Scaffolds

- The instructor will be working with a group of five ELs pulled from the classroom to ensure equitable guided practice with ESL accommodations provided during the guided practice session to build on the learners' diversity.
- The instructor will leverage the students' prior experiences and assets by minimizing instruction and focusing more on student practice.
- To further ensure equity, the instructor will provide each student with a consolidated vocabulary list of the terms learned in the preceding lessons in the 4.6 Reading strand unit.
- The main challenge is the time limitations. For this reason, it will be critical to *get to the guided practice as quickly as possible*.
- *Students will be provided a copy of their own reader, a graphic organizer for the small group activity and a relevant vocabulary list on a single sheet.*
- *How will you utilize Universal Design for Learning (UDL) and/or differentiation so that all students can access the content and learning activities?*
- *The instructor will acknowledge and value each student's contributions through oral feedback during the guided practice to reinforce understanding and hit the learning targets.*

6. Begin Lesson (7min)

- a. Explain that we are going to learn about the same subject matter “*Seasons and Weather*” with Bruce’s book and the non-fiction text features she uses to give us clues about the information that this (journal article) does not tell us about the text.
- b. Ask about photographs, text, and text boxes on the pre-contents page as it actually tells us something without even explaining. Let’s see if we can solve this riddle.
 - i. *A graphic of spinning Earth divided into Northern and Southern hemispheres. What does this tell us?*
 - ii. *Next, two text boxes are shaded in different colors. What does this tell us?*
 - iii. One text box is labeled “Northern Hemisphere” and one box is labeled “Southern Hemisphere”. What does this tell us?
 - iv. It looks like both boxes have the same information. The seasons and the months. Do you see anything different about these boxes?
 - v. What is different about the two textboxes other than the fact they are different colors; one is red and one is blue.what the text is trying to convey and show the cues that confirm that “*Seasons take place in reverse in the southern Hemisphere*”. For example, the United States is in the Northern Hemisphere so it is currently... Autumn, or fall.
 - vi. *Where is South America ?* Allow students to respond.
 - vii. *The Southern Hemisphere and the U.S. is up here, in the Northern Hemisphere, what does that tell us?* Keep giving hints about text until learners see that seasons are reversed in Southern and Northern Hemispheres. ...
So, that means right now, in South America, it’s not autumn. It’s SPRING!!!!
 - viii. *The information is organized on the page in a way that actually tells us something about the text. Look for the clues.*
 - ix. **Table of Contents:** *Let’s shift our attention to the next page, we will find our ... TOC! Some of you might know what a TOC is and what it is used for. Judging by the page layout (explain layout). What do you see in the TOC that tells us more about this non-fiction book? Leads us to page 4.*
 - x. Introduction, page 4. Now, we are going to use a **visual organizer to**

see how we can learn from non-fiction text features on pages 6 and 7. Who wants to read? Motion hand raising. Everyone will get a turn (1 page per student reading). After each text feature is identified and read, ask What do you see on these pages?

1. Q2: What do the diagrams, textboxes and words tell us about this book? Is the book about the solar system?
2. A2: The book is about why there are seasons.

Complete the visual organizer with students. Use the large-screen monitor if available. See visual organizer structure below.

7. LEARNING ACTIVITY / Guided Practice (10min)

1. The intern will pair students for their guided practice session

Group 1: Mag, Just, Nao (Autumn, p12-13 in reader)

Group 2: Ngam, And (Winter, p18-21 in reader)

2. The intern will distribute a new visual organizer to both groups and assign the readings noted above.
3. The intern will guide the students through a practice session.
4. The intern will provide ESL accommodations if needed, but will not read the text or complete the organizer for learners.
5. To ensure learners read in turn and progress through the organizer, the intern will stand by passively presiding over both groups, observing and assisting with navigation of the activity.
6. If time permits, the groups will share their new knowledge using their completed visual organizers to answer the instructor's guided questions in the final 3 or 4 minutes of class. For sharing and for assessment.

Visual Organizer Structure

Q1: Which non-fiction text features do you see on this page that tell us about the text?

Circle one of the words below.

- Headers
- Illustrations
- Photographs
- Diagrams
- Text type

- Key
- Popout Textbox

Q2. What is this non-fiction text about? (Hint: Check the header or TOC)

The text features and graphical information tell me that this text is about _____.

Fill in the blank

Q3. One thing I learned from the non-fiction text features is: _____.

Fill in the blank

<i>Time frame</i>	<i>Modalities & Resources Utilized</i>
<i>20 min</i>	<i>Seasons and Weather, by Linda Bruce will be utilized throughout the lesson. Each student will receive a copy of their own reader.</i>
<i>3 min</i>	<i>Large screen monitor to complete a digital image of the visual organizer as a group prior to the small group activity.</i>