

## ESOL Planning Template

Use this template to plan a comprehensive lesson or unit plan.

### Section 1

**Lesson Title: Gemini: The Twins**

**Unit: Informational Text/ Focus: Constellations**

**Subject/Course: Intensive Reading**

**Grade Level:**

7th & 8th

✓ **State and/or CCSS Standards: insert those that apply**

**FSS Competencies and ELA Standards: ELA**

**ELA.7.R.2.1 & 8.R2.1** <http://www.fldoe.org/core/fileparse.php/5390/urlt/0081014-lafs.pdf>

**Explain/analyze how individual text sections and/or features convey a purpose in texts**

#### **Objectives/Learning Targets:**

1. Students will define words to get a clearer meaning as they relate to the text
2. Students will learn how to identify topic sentences/supporting details
3. Students will learn how to ask, answer, & generate questions

**Essential Questions** (link to Big Ideas that evoke student inquiry, facilitate creative and critical thinking):

Why are constellations important?

How have various cultures explained the constellation Gemini?

**Assessments used and Learning gaps identified (include strengths and weaknesses):**

**First answer:** *What did the students not learn? What standards were they expected to do well on? What questions were they expected to do well on? What trends appeared?*

1. Word functions (Part B)

2. ELA.7.R.2.1 and 8.R.2.1

3. Answering When, Where, & How questions and Passage Comprehension

4. Passage Comprehension: answering questions has a high trend; locating text evidence moved in the downward direction

**Accommodations/Modifications For Any Content or Assessment Bias:**

Shorten directions, read directions to students, give additional time, etc.

**Goals focused on addressing identified learning gaps:**

1. Multiple meaning map, synonyms

2. Word/phrase fluency, making connections chart

3. Retell the story

**Section 2: Guidelines and Checkpoints:** Indicate how the content will be planned, adjusted, modified, adopted, and differentiated for using the following attributes associated with the themes of this course. Each section references the module that speaks to it. **Complete each section below.**

**Meeting the Demands of the CCSS Shifts and/or State Standards:**

Teach and model how to locate text features

**Culture as a Factor in ELL Learning:**

Integrate culture into learning

**Language Acquisition:**

Songs, show & tell, & expressive reads

**Scaffolding for Language Acquisition:**

Chunking, gives students the story in pieces so they don't get overwhelmed or create subheadings for the story, etc.

**Plan for Student Engagement:**

Introduce the story by: showing a small video, read the introduction, tell what I know about the topic, & I do first read while students listen

**Reading and Writing Across Content Areas:**

Since the story is about constellations, students connect with what they learned in Science class

Collaborate with Science teacher to review what they learned about constellations and stars

Preview text to get an idea of what's to come

**Differentiating Approaches for Struggling Learners and Challenged Students:**

Have student create powerpoint to summarize the story (this is the student's interpretation how he/she internalized the story)

Break some of the students into groups to discuss the assignment (I would do this for those students who are still questioning the story)

**Building Reading and Writing Muscle:**

Think of reading as a muscle. The more you exercise, the stronger you get. Hence, the more vocabulary you learn, the more timed readings you do, & the more practice you do at home you are building those reading muscles

**Cognitive Approaches:**

Don't overload your brain

Write information out so you don't have to remember it all

**Oral Language Development:**

Students present book summary orally

Model language by saying aloud and writing the ideas & concepts you're teaching

**Cultural and Linguistic Bias:**

Teach all students not just the English speaking students

Be sensitive to cultural ways & customs

**Assessments and Use of Data:**

Unit assessment (2 checkpoints & 1 formative assessment)

**Materials:**

1. computer
2. headphones
3. quiet space

**Section 3**

**Instructional Procedures:** (include lesson extensions or units, modifications for ELLS, students with IEPs, gifted students)

1. Extra assignment(s) for students that finish ahead of time
2. Allow students to work ahead
3. Give extra time to complete assignments
4. Read directions to student
5. Read for student
6. Use visuals
7. Peer grouping
8. Tear pages out of book so student doesn't get overwhelmed
9. Allow student to use highlighter
10. Kinesthetic learner has to move around

**21<sup>st</sup> Century Resources (see folder in course):**

Thinglink, wall wisher, best evidence, digital library, storyline, etc.

**Digital Assessment Resources:**

fluency test, hear students, watch what they've learned, etc.

### Assessment Possibilities:

- ☐ Performance tasks
- ☐ Interim assessment tests and quizzes
- ☐ [Observations and observational notes](#)
- ☐ Teacher/Student conferences
- ☐ Work samples
- ☐ [Process checklists](#)
- ☐ Rubrics and scoring guides
- ☐ [Graphic organizers](#)
- ☐ Portfolios
- ☐ Journals
- ☐ [Peer feedback](#)
- ☐ Peer and self reviews
- ☐ Exit slips
- ☐ Learning logs
- ☐ Student responses to teacher questions during lessons
- ☐ Student performance on warm-up questions
- ☐ Student responses to ticket-out-the-door questions
- ☐ Student performance during guided practice
- ☐ Student performance during group work
- ☐ Student responses on checks for understanding
- ☐ Student portfolios
- ☐ Student performance on writing assignments