Lesson Plan 2

Lesson Title : Working with Ms. Jane's literature circles.   Grade Level: 10th grade

Background: Ms. Jane's literature circles are placed within a dystopian novel unit. In this unit, students will be in small literature circle groups with their peers, where each group has their own novel to read and discuss.

The novels included in this unit are:

- *The Giver*
- *The Uglies*
- *Brave New World*
- *V for Vendetta*
- *Feed*
- *Unwind*
- *Fahrenheit 451*

ELL(s) English Proficiency Level: The ELL students in Mrs. Jane's English class range from high intermediate learners (levels 3 and 4), who are in their second or third year in the English school system, to proficient learners who have been in the English school system for several years. These students have a high level of understanding oral language, but both sets of learners still struggle with writing in English (grammar structures etc.).

Section 1: Objectives and Standards	
Content Objective(s)	Language Objective(s)
- Students will be able to make summaries and personal inferences/opinions about the text. - Students will be able to make predictions and dispute peer's predictions based on textual evidence. - Students will be able to write about and discuss the role of technology in their novels. - Students will be able to implement the use of podcasting technology (recording, playing back, editing, and posting).	- ELL students will be able to engage in group discussions based on classroom novels. - ELL students will be able to use technology to record and listen to their group's discussions. - ELL students will be able to analyze the effectiveness of their own speech based on the recordings produced through group discussions. - ELL students will be able to use textual evidence to support their thoughts on classroom novels.
Content Standards	Language Standards (MI English Language Proficiency Standards)
Reading: Key Ideas and Details - RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	L.2 Understand spoken English to participate in social contexts 1.1; 1.2 S.4 Use English to interact in the classroom 2.1 S.5 Provide and obtain information; express and exchange opinions 1.1; 1.2; 2.1; 2.2 S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics 2.2 R.5 Read and demonstrate comprehension of main ideas and supporting details 2.2 R.6 Apply reading skills in social and academic contexts 1.2;2.2;2.3 R.8 Make inferences, predictions, and conclusions from reading 2.2; 2.3

Speaking and Listening: Comprehension and Collaboration	W.1 Use conventions and formats of written English 1.2; 2.2 2
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. o Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	W.2 Use grammatical conventions of English W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea 1.1; 2.2

Section 2: English Language and Learning Skills for Content Learning

Vocabulary Focus	Language Functions
Some of the vocabulary the ESL teachers would focus on for this lesson are "buzzwords" dealing with the technical aspects of the unit, such as: o Propaganda o Dystopia o Podcasting o Editing/Reviewing/Posting etc. This unit might also be supplemented well with vocabulary on science and technology. For example, dystopian novels often deal with medicinal and technological science, and we could integrate a unit on technology/medical vocabulary and concepts. For each book, the ELL students would be given a vocab cheat sheet that contains some of the technical language found in the books.	• One important aspect of this lesson segment will be to have students work on the language function of respectfully disputing or agreeing with their peers' opinions. This includes linguistic structures, as well as notions of turn-taking in American discussion discourse. • Another important aspect will be to have students monitor their own speech during the podcasting sessions. They will need to work on clarity, pronunciation and volume, so that they and their group members can effectively understand their conversations when they play them back. • Forming the language structures used to make predictions on information they gain from the novel (based on characters and plot).

Language Structures

- Certain language structures will be helpful for students as they give opinions. The students will already know basic structures, but the students will be encouraged to use more language than just "I think" or "I disagree". This includes: "As far as I'm concerned...", "Based on the readings, I think...", "The writer/novel seems to indicate that...", "According to Chapter 2/a character/the writer..." for positively stating an opinion, and "I'm not sure if...", "I have a different thought" and "Do you think the author might have meant....?" for expressing disagreement.

- An effective language structure to compliment the language function of making predictions would be to introduce clauses; clauses help students form predictions through the structure "if _____, then _____" Ex. This happened to the main character, SO I think this will happen next

Self-Learning Skills

Incorporating Mrs. Jane's homework assignment for this lesson, we could also have students re-listen to their podcasts for a metacognitive awareness of their language use. For example, not only would they answer the questions based on the content of the discussion, but they could analyze their pronunciation, diction and volume as well. This activity would help them build a self-reflexive skill of being able to analyze their own language to make it most effective.

Section 3: Activity(ies)// Procedures

1. Lesson introduction:

To begin this lesson, we would advise Mrs. Jane to lead the students do an individual journal time at the start of class. We would pose a "themed" question for the literature circles' daily talk, but they would use the journals as personal reflection time first. This deals with the content objective of talking about technology in the novels, and the language objective of using textual evidence to support their thoughts.

-Teacher will write the themed question on the board, making sure it is in ELL-friendly language. "How is technology part of the book? Is this similar or different to technology in your own life?"

-Students have 5 minutes to write down at least a three-sentence response. If they want to write more, they will be encouraged to.

-On the board will be some phrases that will help ELL students express their thoughts and opinions, which will be useful for later activities. "Based on the readings, I think...", "The novel shows that technology...",

2. Vocabulary review:

Instead of jumping right into the activity, it is important for ELL students to have a good understanding of any vocabulary they might need. Although they (and the rest of the class) already have their own lists of particular technologies in their book, the following words will be reviewed: Propaganda, Dystopia, Podcasting, Editing, Reviewing, and Posting. This ties into the language objective of engaging in classroom discussions of novels by giving them the language they need for that. This supports the content objective of being able to use technology to make a podcast by introducing them to the

terminology they will need to complete those tasks.

-Mrs. Jane will pass out cards with the six words on them to twelve small groups of 3-4 (so there are two of each). One group will have to give the definition of the word, and the other group will come up with a way to use the word in context. This activity has been adapted from the chapter on Vocabulary Processing, which asks students to keep journals (in our case, note nards) with the word and how it was used. In this case, the students work in groups to develop the meaning by finding the word and it's context within their novels.

Kindergarten version (teacher takes dictation)

Word	The ways we used it
Tiptoe	Miss McCloskey said, "Please tiptoe to your seats."
Parade	"We look like a parade when we walk with our heads and knees held high." Miss Vang said.

Upper-grade version (students write their own entries)

Word	How I used it
Intently	I asked my dad why he was looking at the paper so intently. (He was impressed.)
Flung	I told my mom I had flung my towel over the porch rail.

Figure 30.1 Double-Entry Vocabulary Journals

-Every student participates, but one will be chosen to write their response on the board, while another will have to read the response out loud. This can be chosen ahead of time if you want specific students to show particular skills.

-Students will work for about five minutes before writing their work on the board. The teacher will call up first everyone with the definition, then everyone with the example (so only four at the board at once). The teacher will then go over each word, making any corrections as needed. These words will remain on the board for reference during the lesson.

3. Modeling a discussion:

Instead of just turning students loose to discuss, it would be a good idea to have practice questions that help our ELL model the language structures that the ELL students will be given to facilitate their participation in the discussion. Some questions we would direct Mrs. Jane to would come from "Reciprocal Teaching: Group Work with an Interactive Structure" (see figure 26.1). Here, these questions could be used for the whole class, to help direct how they question one another about summarizing and their thoughts towards the novels. We would advise Ms. Jane to use the questions structures in her pre-discussion journals, to allow students to formulate their thoughts in discussion form. We would also suggest that Ms. Jane use these structures explicitly in her question prompts when creating discussion questions for the literature circle groups.

For example:
1. **Why is** technology **important** in your novel? **What might happen if** this technology was implemented in our world today?
2. **How do** the uses of technology in your novel **compare to** the uses of technology in *The Hunger Games*, the novel we read earlier in this unit?
3. **Do you agree with** the novel that these uses of technology create a dystopia? Is it really the technology that has ruined this world?

Type of Questions	Examples
Literal (Knowledge) Identification and recall	Who . . . ? What . . . ? When . . .? Where . . . ? How . . . ?
Comprehension Selection of facts and ideas	Tell in your own words. What is the main idea . . . ?
Application Use of facts, rules	How is _____ an example of _____? Why is _____ important?
Analysis Separating the whole into parts	What are the main elements of _____? How does _____ compare or contrast with _____?
Synthesis Combination of ideas into a new whole	How could you design a _____? What might happen if you combined _____ and _____?
Evaluation Developing opinions, judgments, decisions	Do you agree with _____? How would you decide to _____?

Figure 26.1 Levels of Questions and Examples

4: Creating and Reflecting on Podcasts: For this section of Mrs. Jane's activities, we would want to help her develop students' abilities to create and reflect on their podcasts. Students must be able to add to the discussions during their podcasts, as well as add their opinions on how the podcasts went, and reflect on their novels and their peer's opinions. This will involve students critically analyzing the texts as

well as the language used in their podcast discussions. To guide these discussions, Mrs. Jane uses leading questions posed to each group. We would ask Mrs. Jane to keep in mind that the language used in such academic questions is often advanced, and she should use "Academic Language Scaffolding", as suggested in our textbook. We would offer her Figure 8.1 as an example of some "harder" words for ELL students, and ways that she could define/give examples to her students. We would recommend that she has these (or other Academic language words that she often uses) posted around the room, on the handouts given to the groups during discussions, and attempts to add in these definitions when she is giving oral instructions to her students.

Function	Definition	Examples
Analyze (mid-level)	Identify parts of whole, look for patterns and relationships	Using written materials or teacher explanations, the student is able to label parts and describe patterns and relationships among the parts
Classify (mid-level)	Sort or group by attributes	Describe the process used to classify Give examples and nonexamples
Compare (low-level)	Describe how objects or ideas are alike and how they are different	Explain how objects or ideas are the same and how they differ
Evaluate (high-level)	Determine the worth of objects, ideas	List criteria used, explain priorities, support judgments with facts
Infer (high-level)	Predict, hypothesize using information gathered from scholarly sources	Describe how inferences were made or hypothesize based on information read or observed
Inform (low-level)	Describe information or experiences	Recall and describe information obtained from another source or a personal experience
Justify and Persuade (high-level)	Describe reasons for decisions and convince others	Explain decisions and justify with evidence
Seek information (low-level)	Observe, explore, read to gain knowledge	Ask questions to gather information
Solve problems (high-level)	Identify a problem, determine a process, and follow steps to a solution	Identify the problem, describe the process used to solve it, relate it to real life
Synthesize (high-level)	Select, integrate information in new ways	Incorporate new knowledge into schema Summarize the processes used in integrating information from different sources

Figure 8.1 Academic Language Functions
Adapted from Chamot & O'Malley (1994)

Materials/Resources/Technology

The supplementary resources are relatively few. The ELL students will have a list of the start phrases and question words. All students should have their own notebook. The teacher will need to make notecards

with the vocabulary words on them.
As far as technology goes, the classroom will need to have ways for the students to make their podcast, so some kind of recording equipment.

Assessments (formative or summative)

Assessment will be informal and formative for most of the lesson. The podcast as a final product is a type of assessment, but the goal here is to get a glimpse of student thinking and production to help them improve, not to make a judgment on their abilities. The same is true for the ELL students and the language they use to participate. The notebooks will be read with attention to content and form as well as the podcasts. Feedback will be given to help with not only their ideas, but the way that they are expressed with the goal of helping them in the future. We would advise Mrs. Jane to pay special attention to the ELL students' journals and other forms of writing, and to reflect on their participation and language use in the podcast recordings. Both the journals and the podcasts are a great way for Mrs. Jane to track the ELL students' progress (in written and oral language, respectively).

Section 4: Homework and Assignments

As homework, all students will be required to review their podcast and write up ways that they can improve discussion for next time. We would advise Mrs. Jane to have the ELLs frame this in terms of their own participation, and ask that the students observe the language they use. While they must also pay attention to what happens in the group, it is important for them to learn self-monitoring techniques so that they can effectively participant next time. It might be a good idea for Mrs. Jane to give them a rubric that they can use to numerically rank how effective their use of the different categories of questions was in the discussion.

Section 5: Rationale for your lesson
Explain why you use those teaching strategies and materials (manipulatives, charts, or visual aids, etc), and choose this/these self-learning skills.

1. The pre-journaling activity is an important skill for ELL students to develop, and will greatly aid Mrs. Jane in assessing students' knowledge and language abilities on the topics they will be discussing in class. Journaling allows ELL students adequate time to develop their thoughts into the English language, and gives them a reference to go back to for group discussions (the language is already formulated because they have time to write it, which takes the pressure of producing spontaneous speech). Also, providing the language structures for making predictions on the board allows ELL students to be cognizant of the particular language structure the teacher is looking for.
2. Having students engage in double-entry vocabulary journals helps them to see how to use context clues (a self-learning tool, which in this case is being developed through group work) to develop the meaning of vocabulary terms. For our adaptation, students will also work in diverse groups of learners, which will help them see other students' skills for examining context clues. Using each group's examples will give the ELL students a wide range of vocabulary to use with their novels.
3. Modeling discussions is always very beneficial for ELL students because it allows them to hear language structures and functions in action. The questions provided by the book's chapter, which claim to help students walk through discussing an evaluation of a book, and help give students the tools to identify difficulties in understanding the text.

4. Mrs. Jane's activities for creating and reflecting on podcasts are a great way for ELL students to use English authentically, and be able to review and reflect on their language use. To help guide her, these Academic Language Scaffolding tools would "identify the academic vocabulary and language functions necessary for the students to successfully participate in the lesson being taught" (pg 50-55). This is essential for ELL students, because without access to the language used in the instructions, they will not be able to enter into the discussions.

5. Assessment: Having students reflect on their language use through the podcasts will provide them with self-regulating tools, and will also allow Mrs. Jane to see the students' thoughts on their language use. This has the potential for students to explicitly acknowledge any problems with language use in Mrs. Jane's classroom, that can now be brought to her attention.