

Woonsocket Education Department Lesson Design Template

Teacher: Alissa Chamberland
Grade level: 9-12
Unit of Study: Background Knowledge

School: Woonsocket High School
Instructional area: Reading
Duration: 50 minutes

Knowledge of Students (1b, 1d, 1e)

- **Describe any unique characteristics of the class and the students in the class to be observed.**
 - **Unique class or student characteristics, demographics of the class**
 - **Special needs considerations, ELLs, class accommodations**
 - **Special considerations, information an observer should know**
 - **Instructional groups and rationale for organization, differentiation strategies**
 - **Student data (i.e. NECAP scores, reading levels, ESL levels, Rtl tier, district/ school wide assessment data) – 1d**

This class is the ESL III Literacy class. It consists of eighteen students. There are twelve males and six females. These students are the advanced ELLs. Two students in the class have IEPs. The overall WIDA scores for the class range from a 1.3 (entering) to a 4.9 (expanding) out of a 6.0. Two students are new to the district and did not have WIDA scores available to me. Two students have scores of 1.3 and 1.6. These two learners have just arrived in the district. They should actually be placed in a beginning or intermediate class but there is no room. They require additional help and support when working independently. One student had a WIDA score of 2.5. This means she is between beginning and developing. She is a chronic absentee problem and often is lost because she has missed previous lessons. Seven students fall between a 3 (developing) and a 4 (expanding). Four students have a WIDA score between 4.1 (expanding) and 5.0 (bridging).

Reading is difficult for many of the students in this class because of the second language issue. Many students are hesitant to speak and are uncomfortable reading new material aloud in front of classmates. On the last NECAP test that was taken, all students who took the test were below proficient. There are seven students who were new to the country and were not required to take the reading NECAP and one new student whose scores I had no access. Of the remaining ten students, six students scored a 1 and four students scored a 2. On the ORCHARD test taken in September, the students ranged between a second grade and a sixth grade level. Two students scored on a second grade level, two students scored on a third grade level, two students scored on a fourth grade level, four students scored on a fifth grade level and four students scored on a sixth grade level. Four students have not been tested. Three students just arrived in the district and just entered my class.. The other student is an absentee issue.

Students have chosen the groups in which they work with the understanding that they can be moved at any time if they are not functioning well as a group. The groups are broken up so that there is a range of reading levels in each group that will allow for students to work together to be successful in reading activities. Differentiation takes place in several ways. In strategic reading, students all work on the same reading strategy but each student has his or her own reading book of

choice. The book choice was planned specifically to allow for differentiation of interest and reading ability. In group activities, differentiation occurs by allowing students to work together and by teacher circulation that allows for guidance as needed individually and in small groups.

Knowledge of Content and Pedagogy (1a, 1c)

- **Standards (e.g. GLEs, GSEs, Common Core, IEP goals/objectives, WIDA ELP standards)**
 - **Identify the standards.**
 - **What are the important concepts of the discipline? How will you demonstrate your knowledge of your discipline?**
 - **How will you communicate your content knowledge to students?**
 - **Where does this lesson fall in relation to the Scope and Sequence for this content?**
 - **What connections to other disciplines can you make?**
 - **How will you incorporate 21st Century skills such as critical thinking, problem solving, communication, and collaboration?**

Common Core Standards:

Key Ideas and Details

RI.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.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

WIDA Standards:

ELP Standard 1- The Language of Social and Instructional Language

ELP Standard 2- The Language of Language Arts

ELP Standard 5- The Language of Social Studies

Prior Learning: Students will be working on a lesson designed to help build their background knowledge. The unit specifically deals with the US War on Terrorism. The students who are upperclassman should have an understanding of this concept from their history classes. However, with ELLs, the language barrier when they first begin their schooling in the United States often leaves gaps in their understanding of important concepts. While students should have had exposure to this concept before, many may be learning about it for the first time.

Current Learning: To begin this unit, students will be working together to analyze and draw information from a series of primary source documents. They will learn ways to look more deeply at historical photographs in order to draw information from the pictures.

Future Learning: As the unit progresses, students will be also analyzing primary text documents and news media. They will be asked to see the connections between the start of the “War on Terrorism” and how it affects everyday life in America.

This lesson is the very beginning of the background knowledge unit created in ATLAS. It will be the first lesson in which the students take part. It is a cross-curricular unit that touches upon the instructional area of history. It will incorporate 21st century skills which will be explained in the next section.

Establishing Instructional Outcomes (1c)

➤ **Learning outcomes, instructional goals and objectives:**

- ***What is it that the students are intended to learn as a consequence of instruction?***
- ***What are the knowledge, skills, and key concepts you want students to attain?***
- ***What do you expect students to learn, and how will they demonstrate their learning?***
- ***How does this connect to the standards?***
- ***How will your selected goals and plan engage students cognitively and build understanding?***
- ***How do the learning outcomes take into account the varying needs of individual students or groups of students (Student Learning Objectives)?***

Learning Objectives:

- *Students will communicate main events in their individual reading texts.*
- *Students will use the prediction reading strategy.*
- *Students will build a beginning base of knowledge about the “War on Terrorism” that will allow them to think critically about primary text documents later in the unit.*
- *Students will work collaboratively to analyze a primary source photograph.*

Essential Questions

- How does knowing background knowledge about world events enhance my understanding of the text and the world around me?
- What is happening in your novel and how do you communicate it?
- How can predicting events in a text help improve my understanding of the content?

21st Century Skills:

In the strategic reading portion of the lesson, students are taking part in independent practice of reading strategies. They are reading independently from a variety of texts. After and/or during reading, students are demonstrating their comprehension and note taking skills by writing a reading log that asks them to communicate the main events from the text. In addition, students are independently practicing their ability to use the reading strategy of prediction in their logs.

In the background knowledge portion of the lesson, students are focusing on working together to learn about a new topic. They are taking part in the 21st century skills of core subjects, critical thinking, and collaboration. They are partaking in ELA and social studies concepts. In addition, they will be asked to work in collaboration together to study documents. Lastly, they will be asked to think critically about the photographs which they will be examining.

Assessment For and Of Learning (1f)

➤ **Student Work Products and Assignments**

– Formative (progress monitoring)

- *How will you assess student learning throughout the lesson?*

For the strategic reading portion of the lesson, student learning will be assessed through the reading log that students complete on a daily basis. This allows me to see if students understand the book they are reading and to assess their ability to use the current reading strategy (prediction, in this instance). Additionally, students sometimes take part in conferences with me about their book or read with me. If students are struggling with their reading log, I work individually with them while the rest of the class completes their logs independently.

For the background knowledge unit, students are being assessed informally. This is the first lesson in the year-long unit so it is a lesson that serves as a base line for me. From student conversations, I can assess what knowledge they possess and what needs to be built upon. In addition, students will complete a photograph analysis sheet to communicate what they are able to obtain from the photos. Additionally, students will be communicating their knowledge to other classmates which allows me to hear their understanding of the lesson.

– Summative (culminating)

- *Describe any final overall assessment to be used (if applicable)*

At this time, no formal overall assessment is being used. For strategic reading, students will have a final assessment of their comprehension and strategy use in the form of their midterm exam. For the background knowledge unit, students will eventually be demonstrating their understanding by writing about how the threat of terrorism and terrorist attacks have impacted American society and its role in the world.

Knowledge of Resources (1d, 1e)

➤ **Materials/resources/technology you will use in this lesson**

- **What classroom materials are you using?**
- **What outside resources are you utilizing (i.e. school, district, community, volunteers, professional literature and organizations, Internet)**

For strategic reading, students will be utilizing books from my personal library and the school and city libraries. For the background knowledge portion, students will be using photographs from “Moments in Time: Unit 15: The War on Terrorism.” In addition, I will draw on the unique experiences of the students and the people that they know. In subsequent lessons, students will be exposed to news media videos of world events.

Instructional Procedures (1c, 1e)

- **Describe your use of instructional groups to facilitate learning.**
 - **How will you facilitate learning that engages the students cognitively throughout the lesson?**
 - **How will you differentiate instruction to meet the needs of all students?**

As stated earlier, students are grouped with peers of choice and by reading ability. They are grouped so that each group has a range of reading abilities. Differentiation takes place in several ways. In strategic reading, students all work on the same reading strategy but each student has his or her own reading book of choice. The book choice was planned specifically to allow for differentiation of interest and reading ability. In addition, I monitor student comprehension on a daily basis and will work individually with a student who I feel needs additional instruction. In group activities, differentiation occurs by allowing students to work together and by teacher circulation that allows for guidance as needed individually and in small groups.

Please note that as some students are completing their strategic reading, they will be listening to music on their headphones. I allow this for two reasons. First, the classroom is an inner room with divider walls. It can be very distracting to students when they hear the students in the class next door or the neighboring teachers conducting their lessons. Listening to music while they read allows them to concentrate without the surrounding distractions. This is especially important for struggling readers and second language learners. Additionally, I firmly believe in Gardner’s theory of multiple intelligences. Everybody learns differently and some students cannot concentrate in silence. They are musical and rhythmic students who learn better with music. Students understand that once strategic reading is complete, the music comes out of their ears and is not used for the rest of the period.

- **Outline of the lesson**

To begin the class period, student will begin with their normal routine. As students enter the classroom, they retrieve their student folder and strategic reading book from the back of the class. When the bell rings, students will first start by reading independently for 10-15 minutes. Occasionally, students will engage in a conversation with me or a peer if they do not understand vocabulary and or an event in their novel. This conversation is critical to a second language learner. At the end of the time, I will tell them to complete their reading logs. This takes about five minutes.

Background Knowledge Minilesson: Opening

- **What is the instructional format?**
 - **What activities are designed?**
 - **What instructional strategies are employed? What will the teacher and/or other adults in the room do?**
 - **What will students do?**
1. *In a whole class setting, I will explain the purpose behind the new unit that we will begin today. Students will be introduced to the essential question for the unit and learn why we are studying a variety of topics.*

Engagement and Collaboration

- **What is the instructional format?**
 - **What activities are designed?**
 - **What instructional strategies are employed? What will the teacher and/or other adults in the room do?**
 - **What will students do?**
2. *Students will begin by working in their groups to brainstorm all that they know about the term “war on terrorism.” As students brainstorm, I will circulate among the students.*
 3. *Students will share some of their thoughts with the class.*
 4. *Students will then be given primary source photographs and a photograph analysis worksheet. They will work together to answer specific questions about the photos in their groups.*

Closure

- a. **What is the instructional format?**
 - b. **What activities are designed?**
 - c. **What instructional strategies are employed? What will the teacher and/or other adults in the room do?**
 - d. **What will students do?**
5. *With a five minutes left in class, students will be asked to stop working on the photographs and to share out some of the knowledge they have pulled from their photographs. This will allow students to share insights and teach one another.*

Please note: This lesson will be continued in the next class. Students will not be able to brainstorm and complete the photograph analysis in one class session. In a subsequent lesson, they will finish analyzing the photograph and share their specific photo with the rest of the class.

