

Wichita State University

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| Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to...: | |
| Topic: Brazilian Culture (ELL class) Grade/Class: 7 year old student, level 3 Date: March 3, 2020 | |
| Content Objective(s): SWBAT conjugate verbs and use them in sentences. SWBAT read a short story fluently. SWBAT read and spell long and short “i” words. SW learn about Brazilian culture. | Language Objectives: Conversation: SW maintain conversation throughout class. SW use appropriate sentence structure. Grammar: SW review verbs (walk, jump, touch, kick). SWBAT conjugate verbs and use correct verb form in sentences. SW review regular plural nouns (read and spell). Reading: SW read a short story for fluency. SW review sight words (yes, now, went, are, no). SW review short and long “i” words. Vocabulary: SW learn “tropical.” SW review previously learned vocabulary words (country, Brazilian, body parts and actions). Writing: S will write long and short “i” words. |
| Materials (including supplementary and adapted): Reward (balloon, marker, funny face page) Stars Vocabulary words Puppet (for body parts) | |
| Higher Order Questions: S’s English skills are limited, so all questions will pertain to the lesson and will come from the lesson content. | |
| Teacher Activities: Building Background Links to Students’ Past Experience: SW will review body parts she has learned. Teacher links to Prior Learning: TW ask student to recall previous vocabulary words. Key vocabulary: Tropical, Brazilian, country Body parts (head, stomach, arms, legs, toes, feet) | |

Comprehensible Input

This component comprises some of the features that make this instruction different from “just good instruction.”

Check those that apply and describe below. Include those selected to the lesson sequence section below.

Speech appropriate for students’ proficiency level Clear explanation of academic task

Techniques used to make content concepts clear for:

1. Beginning TW speak in simple English language to converse with student. TW will adjust questions as needed to help student understand instructions.
2. Early Intermediate
3. Intermediate
4. Early Advanced

Scaffolding

Modeling Guided Practice Independent Practice

Verbal Scaffolding: TW will speak in language the student is familiar with. (simple English structure) TW provide explicit instruction to help student understand instructions.

Procedural Scaffolding: TW alter instructions to meet the needs of the S. S’s skills are below this level of learning. TW help student as needed throughout the lesson.

Instructional Scaffolding: TW provide guided instruction according to S’s skill level. TW adjust curriculum throughout the lesson to help S succeed in learning.

Interaction

Whole class Small group Partners Independent

Description of Cooperative Learning Structure/s:

SW be working in a one-on-one online classroom with teacher. The main source of curriculum will come from interactive slides.

Use of Students’ Primary Language/s: S is an English language learner. Her primary language is Japanese. S lives in Japan.

Practice/Application

Hands-on Meaningful Linked to objectives Promotes engagement

Integration of Processes

Listening Speaking Reading Writing

Description of Hands-on activity:

Throughout the class, S will be participating in interactive learning through the use of her computer. S will write, draw lines, circle, etc. to participate in classroom learning.

Lesson Delivery

Pacing Student engagement Content objectives Language objectives

Description of Lesson Delivery components:

TW work at the pace of the student. The class must end by 28 minutes, though, so T may need to skip some slides or move the student along a little faster. S will participate in the lesson through the interactive slides. TW try to complete all the content objectives in the given time frame. TW ensure S is learning and using appropriate language skills throughout lesson.

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| <p>Time: 25-28 minutes</p> | <p>Lesson Sequence</p> <p>Student reconnects with teacher and is introduced to the lesson and her reward.</p> <p>Student sings an introduction song.</p> <p>Student is introduced to new vocabulary (tropical). S reads new word in sentence for reference. S reviews previous vocabulary and matches them to definitions (country, Brazilian).</p> <p>S reviews verbs and uses the correct form of verbs in sentences.</p> <p>S reviews body parts and how they move. S answers questions over body parts.</p> <p>S reads a short story.</p> <p>S reviews regular plurals. S spells regular plural nouns.</p> <p>S reviews sight words and uses words to complete sentences.</p> <p>S reviews short and long “i” words. S spells short and long “i” words.</p> <p>S engages in free talk about Brazilian culture at the end of the lesson.</p> <p>Throughout the lesson, S is rewarded with a fact part on a balloon. This helps break up the lesson and allows the student to relax a little.</p> | <p>Notes regarding differentiation</p> <p>S is in a level that is too difficult for her. Throughout the lesson, I will adjust my tone, speech speed, questions, and the assignments to better meet her educational needs. If S needs more help in an area, I will spend a little time working on those skills.</p> |
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Review and Assessment (Check all that apply and describe)

Individual Group Oral Written

Review Key Vocabulary: country, Brazilian, body parts and movements

Review Key Concepts: Throughout the lesson, SW review previous skills and concepts along with learning her new skills. SW use previously learned vocabulary to answer questions, complete sentences, and speak about Brazilian culture.

Adapted from *Making Content Comprehensible for English Language Learners, 2nd/ 3rd editions*