Name: \_Krista Lamontagne\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_May 23, 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_9\_\_\_\_

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: English: Symbolism in Lord of the Flies | | | | | | | 19 students in my class, of which 2 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): Student I was born in the US and moved to the Dominican Republic before starting school. She moved to Lawrence when she was in middle school. Student II was born in Puerto Rico. He moved to Lawrence in middle school and Spanish is the primary language spoken in the home. | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: WIDA ACCESS Spring 2013[[1]](#footnote-2)  *See WIDA “Can Do” descriptors[[2]](#footnote-3) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Student I | | | | | | | | | 5.0 | | 3.3 | 3.3 | 3.2 | 3.7 | 3.3 | 4.5 | 3.6 |
| Student II | | | | | | | | | 5.0 | | 4.2 | 4.3 | 5.0 | 4.4 | 4.7 | 5.0 | 4.5 |
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| Other support services that my ELLs receive: These students get pulled out of their elective class on occasion when they are struggling with difficult projects or reading assignments. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  **RL&RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **SL1:** 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 issue* ,building on others’ ideas and expressing their own clearly and persuasively.  **W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | | | | | | | | | | | | | | | | | |
| Content Objective(s):  Students will use the text of Lord of the Flies to discuss various symbols and what they represent to the characters of the novel.  Students will write narrative letters as characters discussing a symbol important to that character. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  Students will orally discuss various symbols in Lord of the Flies in small group and whole-class discussion   Students will read an excerpt from the novel to dissect the meaning of a particular symbol   Students will write a narrative as a character using one symbol and examples from the text.   Students will participate in paired discussion in order to edit the content of their work.  ***Language Objectives Differentiation for Proficiency Levels:***  **Students at WIDA Level 3 will:**   * Evaluate information in social and academic conversations using excerpts from the novel in small groups. * Suggest ways to resolve issues or pose solutions when performing peer edits. * Answer questions about explicit information in texts using evidence from the text. * Compose a short expository narrative piece using one character and symbol from Lord of the Flies   **Students at WIDA Level 4 will:**   * Analyze content-related tasks or assignments based on oral discourse in small group discussion of excerpts from the novel. * Analyze and share pros and cons of choices while editing rough drafts with a peer. * Infer meaning from text while reading an excerpt featuring a key symbol to the story. * Compose expository and narrative texts to explain the feelings a single character has towards a symbol from the story. | | | | | | | | | | | | | | | |
| Mentor Text or Source: Lord of the Flies by William Golding | | | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-4)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  fire | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  order, power, rules, homesick, glasses | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  conch, innocence, civilization, savagery, symbol, in-charge, rescue | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Students have read through page 168 of Lord of the Flies. They are familiar with the characters and have completed character charts noting each character’s description and what his goals are.  Students have studied symbolism in other units including Macbeth and To Kill a Mockingbird.  The class has discussed the emergence of symbols such as the conch and Piggy’s glasses in the story, but we have not discussed how the characters regard these symbols. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| I will be checking their responses to the vocabulary Step 6 strip about the word “homesick.”  I will be reviewing the answers that they provide in their Write Around assignment as well as the use of words such as ‘symbol’ in small group and whole class discussion.  I will be checking in informally with each student to check the language they are using in their expository and narrative essays. | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfWriting | Listening | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfReading | |
| Day 1: Activity 1  Project an excerpt from the story about Jack running down the beach with Piggy’s glasses. Students will listen as I read the excerpt and explain the importance of the glasses and wonder aloud how Piggy, Jack and Ralph must feel about their theft. I will use background information about how the glasses were important to start Ralph’s signal fire as well as the fire to roast the pigs that Jack kills. Piggy will no longer be able to see and will be at the mercy of everyone else. I will stress that the glasses are very important and symbolize different things for different characters. I will think back to Macbeth to talk about the dagger and the crown and what they meant to Macbeth and Lady Macbeth | | |  |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Think Aloud**- This allows my ELL students to understand what I am looking for when they are asked to read an excerpt and think about why the symbol and characters are important in that section as well as in the bigger sense of the story.  This modeling helps them speak to partners with more formal academic discourse. | | | | | | | | | |
| Day 1: Activity 2  Students will be broken up into groups of 4. ELLs will be put in groups with non-ELL students who can provide support and modeling for them. Each member of the group will be given an excerpt from the story to read and reflect on. They will be instructed to focus on the object, what it symbolizes and why it is important to different characters. They will have one minute to read and 2 minutes to reflect. They will pass the paper to the next person to read and reflect on. Once they have read and reflected on all excerpts they get their original papers back and read what others have written.  **WIDA Level 3:** Evaluate information in social and academic conversations using excerpts from the novel in small groups  **WIDA Level 4:** Analyze content-related tasks or assignments based on oral discourse in small group discussion of excerpts from the novel | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Write Around**-Helps the ELL students by writing short responses as well as seeing how students who are stronger readers and writers have interpreted the text. | | | | | | | | | |
| Day 1: Activity 3  The class will come back together to talk about the four symbols and what they represented to each character. They will write down answers their peers give to questions about the text.  **WIDA Level 3:** Answer questions about explicit information in texts using evidence from the text.  **WIDA Level 4:** Infer meaning from text while reading an excerpt featuring a key symbol to the story | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  |  | | **Whole Class Discussion**- ELLs will be able to listen to good modeling from their peers and will be able to gather information from them in order to answer questions about the text. | | | | | | | | | |
| Day 1: Activity 4  I will model how to take their Write-Around notes and create an expository paragraph. I will write a topic sentence on the board:  “(THE OBJECT IN YOUR EXCERPT) is important to (THE CHARACTER IN YOUR EXCERPT) because it symbolizes \_\_\_\_\_\_\_\_\_.”  I will then instruct them to use examples from the story that were written by the group and any others you can think of from the story.  Students will write and turn their work in (with the Write-Around sheet) at the end of class. I will check in with individual students as they are writing to provide clarification and feedback.  **WIDA Level 3:** Compose a short expository piece using one character and symbol from Lord of the Flies.  **WIDA Level 4:** Compose expository text to explain the feelings a single character has towards a symbol from the story. | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Modeling-** ELLs will be able to see and hear what the start of their paragraph should look like and will have an idea of how to support their statement.  **Sentence starters**  **Feedback:** Were students able to follow the prompt and write about a symbol’s importance to a character?  **Differentiation:** The work of the Level 3 student is not expected to be as extensive as a student at a higher writing level. The Level 4 writer will be expected to write more about the character’s feelings toward the symbol in their excerpt. | | | | | | | | | |
| Day 2: Activity 1  Teach Key Content Vocabulary using the 7 Steps. The word will be “homesick.” In their narrative essay the students will have to distinguish if their character is homesick or not and provide evidence as to why he is or is not.  For step 6 I will ask them to write about a time when they were homesick. I will walk around the room to make sure the ELL students understand the question and to check on their answers.  I will ask them to share their answers with the class and collect them. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Tiered Vocabulary-** Students will need support with words that are unfamiliar to them. It is important to me that they are able to understand the concept of “homesickness” in order to better write their narratives.  **The 7 Steps** They will be able to learn the word, its context, its definition and write an example of their own  **Model, Practice, Feedback** The slip for Step 6 will give me an idea if the students have grasped the concepts. | | | | | | | | | |
| Day 2: Activity 2  Students will be partnered and each pair will be given 2 baggies with divided sentences in them. The sentences will be about various characters and how they feel about being on the island. There could be multiple correct answers as the feelings are not so specific. One student will line up their parts on the desk while the other will complete the sentence with either a name or feeling.  For example:  Piggy/ does not get along with the rest of the boys.  Jack/is happy there are no grownups around.  The pair will discuss their answers, copy them down, and circle the one they most strongly agree with.  They may switch baggies/sentence segments for more results. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Information Gap-** Students will work in pairs with students who are not coded as ELL. They will work on creating sentences and will talk about the traits of different characters. The non-ELL student will act as a model for academic discourse. | | | | | | | | | |
| Day 2: Activity 3  Students will be given a paper with the prompt: Pretend you are one of the boys on the island. Write a letter home and include if you are homesick or not, and why you feel this way.  Use the examples you discussed with your partner to start with.  Discuss ONE SYMBOL important to that character.  You should use 3 reasons or more to explain why you are or are not homesick.  **WIDA Level 3:** Compose a short narrative piece using one character and symbol from Lord of the Flies.  **WIDA Level 4:** Compose expository and narrative texts to explain the feelings a single character has towards a symbol from the story. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Differentiation:** The work of the Level 3 student is not expected to be as extensive as a student at a higher writing level. The Level 4 writer will be expected to write more about the character’s feelings of being homesick or not. | | | | | | | | | |
| Students will write. I will provide support to the ELL students in the form of sentence starters and reminders that they are writing in the first person. They will complete this for homework. | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | |  | | | | | | | | | |
| Day 3: Activity 1  Students will reread the narrative letter they wrote the previous day and choose 2 sentences they would like to improve on. They will cut those out and glue the rest of the essay on colored construction paper leaving gaps for their new sentences.  The students will be put in pairs, making sure the ELL students are with students who would be able to assist them in making new sentences.  I will instruct the pairs to talk about the sentences they originally had and what they wanted to change about it.  Once students brainstormed about what to change, they will write the new sentences in the spaces of colored construction paper.  **WIDA Level 3:** Suggest ways to resolve issues or pose solutions when performing peer edits  **WIDA Level 4:** Compose narrative text to explain the feelings a single character has towards a symbol from the story. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **Cut and Grow-** Students will be able to work with their peers to rework a couple sentences. They will visualize their paper getting better (and sometimes longer). | | | | | | | | | |
| Day 3: Activity 2  Before writing their final drafts students will be given the C.O.P.S. sheet and will re-read their working draft. They will be asked to go through the paper to look for correct **C**apitalization, **O**rganization, **P**unctuation, and **S**pelling. If they are unsure of a correction, they will ask their partner or myself. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | **C.O.P.S-** This tool allows students to look for specific things in their writing, which may have gone unnoticed. | | | | | | | | | |
| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  In the future lesson, students will share their letters with partners or small groups in order to reinforce the ELL’s comprehension of the symbols and their importance to various characters as well as to improve the ELL’s discourse by hearing the way their peers wrote about the same topic they had and hear how they developed the topic. The small groups or pairings will allow the ELLs more comfort in sharing their work instead of reading it for the whole class. There will be more discussion of symbols and how characters react to them as we finish the novel. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

 My Content and Language Objectives support each other.

I differentiated my language objectives to accommodate my students’ proficiency levels.

I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.

I chose activities that integrate speaking, writing, reading, and listening to the extent possible.

I differentiated my assessment to accommodate my students’ proficiency levels.

My assessment reflects the targeted language from my lesson’s mentor text or source.

1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-2)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-3)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-4)