

Sheltered Instruction Lesson Plan

Grade: 8	Subject: English	Unit/Theme: Parts of Speech, Grammar
Oklahoma Standard: 8.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		Content Objective: The student will find and mark the different parts of speech while identifying them in the sentence provided by the teacher.

Part 1: Cover Page (strategies/considerations not observed in the lesson plan)

1A: Cultural Considerations for Instruction
Choose ONE of these prompts and answer below in 1-2 sentences: Prompt 1: Cultural Load / Unfamiliar Concepts What is an example of something in this lesson that might be culturally unfamiliar to students who grew up in the culture of another region/ country, but would be familiar to learners who grew up in the mainstream culture? How will you address this / make this connection for students? Prompt 2: Culturally Responsive/Sustaining Instruction What is one way you might connect to or validate the experiences or home cultures of students from another country during this lesson?
I chose prompt [X] 1 ☐ 2 (mark one box with an X)
Answer the prompt here: If someone were new to speaking English, they may not know what certain names, things, or ideas are in a sentence that is being taught to them. This can happen when they are being taught what a noun is or even going into depth on proper and common nouns within a sentence. In this instance, if the teacher gave them the sentence, “The ranch at WingStop is the best out of all of the restaurants.” In this sentence, the nouns are not commonly known in the world, ranch and WingStop. When teaching this unit, I would try to provide sentences that all of my students would know.

1B: Academic Language - Vocabulary		
Tier I words	Tier II words	Tier III words
● Word ● Label ● Read	● Subject ● Noun ● Phrase	● Preposition ● Conjunction ● Predicate
Word permanence: How will students access words again after they have been taught?		
Provide anchor charts around the room, or students can make them themselves during an activity.		

1C: Academic Language - Discourse/Sentence Level
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You will indicate later (on the lesson plan) where a QSSSA will be used in the actual lesson, but provide the details here of the setup.

A lesson-specific sentence stem/frame is ideal and rates the highest possible score, but a more generic talk move is acceptable if you can't think of one. Remember, a sentence stem/frame should provide structure, but have multiple, interchangeable options for students to create their own sentence. To show this, give 1-2 examples to show possible student responses.

Q	What is the function of an adjective in a sentence?
Signal	Put your hand up when you are done.
Stem	I saw an (adjective) (noun) at school today. I saw a big book at school today. I saw a colorful chart at school today.
Share	Students will share with their table groups.
Assm.	Count off the students in the group, and #5 will share their answer.

1D: Support for Translanguaging Learners

Which (one) student on our class roster is likely to need L1/ translanguaging supports the most?

Ani Fernandez

Cognates

What are 2 Spanish cognates from your lesson, whether from the vocabulary words above, or for other keywords in the lesson?

L1 hints

What are 3 L1 hints (*which are not cognates*) from your lesson, whether from the vocabulary words above, or for other keywords in the lesson? These are L1 hints you might use in a slideshow, assignment, vocabulary list, etc. and can be any language. Please list the English version with each L1 hint.

Conjunction: conjunción
Preposition: preposición

Read: leer
Subject: sujeto
Word: palabra

L1 Preview Content

Write the L1 preview in English exactly as you would say it to a student (before translation).

Knowing the different roles of parts of speech can help identify key words within a sentence and understand their function. Why is it important to learn parts of speech? Parts of speech can help you understand what the sentence means, speak more clearly, and find important words while reading. A noun is one of the most important ones to learn. There are two types: a common and a proper noun. A noun can be a person, place, thing, or idea. Learning other important parts of a sentence, such as a preposition (shows direction or time), a verb (shows what something is doing), and an adjective (describing the noun using descriptive words), Learning how each part works will help you write better sentences and understand what you read.

L1 Preview Logistics

How will this happen in your classroom? Include:

1. What part of the lesson will the L1 preview be? What are other learners doing at this time?
2. Who will do the L1 preview, and/or will you use technology?

1. The L1 preview will be during the warm-up, the beginning of my lesson for the students. During this time, my non-newcomer students can work on their bellringer activity with parts of speech independently or with their table groups.
2. If I do not have a bilingual paraprofessional/assistant, I can do a short video, depending on the learner, or a written preview (if the student is strong in that area). The student can access this on their school-issued device or their phone, if allowed (if the district does not have devices).

1E: Assessment of Learning / Modifications

Briefly describe (1 sentence) a **written** formative assessment (activity, problem to solve, etc.) that you would use in the lesson, most likely at the end of a lesson “chunk”. The formative assessment should assess learning so that you know whether you’re ready to move on, or if you need to stop and refine knowledge. Below, in the first box, you will first describe the quick assessment.

At the end of the lesson, I will give them a blank sheet of paper and have them write their own sentence using the parts of speech that was taught in the lesson.

Explain **2 modifications** you would add for the **written formative assessment** you listed above. These should be things you as the teacher will actively do, not something you allow from students.

Sentence frames and sentence stems

1F: Accommodations

Assign accommodations (for state testing, not to be confused with instructional modifications) for each student. Include a short, one-sentence rationale.

Choose only from the list provided →

Available testing accommodations

- Translate test instructions
- Translate test items and answer choices
- Clarify or repeat instructions in English
- Read aloud (in English) test items and answer choices
- Use a bilingual dictionary
- Scribe for writing

Student 1: Juliana Rey

Assign 1-2 accommodations according to data: I would read aloud (in English) test items and answer choices and may even repeat and clarify the instructions.

Rationale: Juliana has a score of 6 in the listening category and a 3.7 in the speaking category. This tells us that she is skilled in listening and moderate in speaking English. When being tested, being read the test would benefit because she is able to hear the test and she is moderate when speaking it.

Student 2: Ani Fernandez

Assign 2-3 accommodations according to data: Translating test instructions, translation of test items and answer choices, and using a bilingual dictionary.

Rationale: Since Ani is a newcomer student, they would benefit from translating the test information, with his scores being low, the bilingual dictionary would be impactful as well since he does not know much English. All of the accommodations are used on many newcomers, and could benefit him in testing situations.

Part 2: Lesson Plan

Use each of the listed SI strategies in your lesson plan → Left column: Write your lesson plan and include all listed SI strategies. Right column: Label the SI strategies as a backup (in case the strategy is unclear in your lesson plan). <i>This is only a backup</i>; only strategies mentioned in the lesson plan will be scored.	☒ Background knowledge ☒ Marzano Steps 1-3 (may be split) ☒ QSSSA ☒ Reading ☒ Writing ☒ Interaction activity in addition to QSSSA ☒ Labels / Captions ☒ Visuals ☒ Modeling ☒ Context within the lesson ☒ Formative assessment 1 ☒ Formative assessment 2
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Lesson Sequence	Strategy Labels
Introduction - I will show multiple videos for the class from Schoolhouse Rock. These videos will show and explain what a noun, preposition, and adjective are, and the final video will be the parts of speech (Mr. Morton Grammar Rocks). I will make sure to put closed captions on the videos. - Students will fill in their guided notes for this portion over the Schoolhouse Rock videos. (The guided notes will be over the entire lesson.)	Background knowledge Label/Captions
Direct instruction - I would create a slideshow for the usage of guided notes for the class, I would show this after the video, and have them take notes over my slideshow of the different terms within parts of speech. This will include vocabulary terms of what is a noun, preposition, adverb, verb, article, adjective, pronoun, and conjunction. This will prepare them for the parts of speech activity. - The teacher will provide and work out a parts of speech example to show the students.	Visuals Context of Lesson Marzano Step 1 Modeling
Direct Instruction - Students will write their own sentence while labeling the parts of speech taught from the videos and the slideshow. Students can work independently or with a partner. I will keep my example up for the students to see if they get stuck. - I will remind them that they have their guided notes that they took from the videos and slideshow for reference, and I will be walking around if students need help. When the students are complete, I will make sure they have completed the activity before moving on to the next part of the lesson.	Writing Marzano Step 2 Interaction activity in addition to QSSSA Formative Assessment 1

Small Group • Before the activity, the teacher and the class will be doing the activity together before sectioning off into table groups. • I will give each table group a term, preposition, noun, verb, adverb, etc. I will do this in QSSSA form. Each table will start with the question, What is a ...” then go forth to build a sentence stem, each student within the group will brainstorm these, and then they will share their answer. Each table will share its QSSSA table	Marzano Step 3 QSSSA Reading
Final Section/Wrap-Up • In the final section, I will pose questions for the class to complete together. • At the final bit of class, I will have the students share five things they learned from this lesson, realistic options only.	Formative assessment 2

**SI strategies can be listed here to highlight the strategy being used in the lesson, but it should be very clear in the plan how that strategy is being used in the context of the lesson.*

Part 3: Student Focus Questions - These are turned in separately