

Lesson Plan Assignment

In this assignment you will first prepare a single lesson task as outlined below, submit it for feedback and then create another in the sequence by the end of the course, along with a unit plan.

The purpose of this assignment is to stimulate thinking about the details of classroom communication, especially your role in fostering and enhancing academic language acquisition. You will learn/practice the basic components of lesson planning and plan lessons with the academic discourse/ the language of specific disciplines in mind to help you. It will be important to determine the language demands facing secondary students in their content classrooms, i.e. make the implicit, explicit for learners and consider ways to enhance academic discourse in oral and written work in the classroom.

Tasks: Please follow the guidelines below to complete the assignment.

1. Plan and prepare a single lesson on a topic of your choosing. [It must be linked to IRP outcomes] The format is open-ended. However, please refer to the section below for some guidelines and minimum elements to be included.
2. **SUBMIT** your topic to instructor by **SEPTEMBER 30**.
3. Submit your lesson for feedback on **OCTOBER 14** [one lesson; including relevant supporting materials]
4. Submit revisions on your initial lesson plan on **OCTOBER 26**.
5. Prepare a sequence of TWO lessons: This must include the lesson previously submitted [with revisions as appropriate] but that lesson does not have to be the first in the sequence. Due **DECEMBER 16**

Ensure you have accounted for everything required to teach the lessons, including websites and handouts that may be in electronic format. Copies of materials to be used are helpful visuals for understanding your intent with your lessons but you are not required to create ALL potential materials. Rather, a careful listing of what you would use and when in the lessons, with enough detail that a reader could ‘make their own’ as needed and teach your lessons successfully, meets the expectations for the assignment.

An electronic copy of the lessons [in MS Word] is also required, as feedback provided on the electronic version only.

Essential Elements to include in your Lesson/Lesson Sequence Assignment
[A detailed lesson plan template you can choose to adopt will also be provided]

1. Title Page (topic, grade /level, etc.; group members, course, date)
2. Background Information: It is suggested you create a ‘composite’ class based on realistic expectations in urban secondary schools and/or based on what you have learned so far in your own experiences and/or observations):

Describe the class: grade(s); linguistic and cultural diversity; presence of EAL learners (how many, what you know of their educational and language learning background), presence of ‘struggling’ readers/writers and any other relevant information.

Describe the teaching context: e.g. grade level, purposes of the class or program, the number of students, time frame, frequency of meetings, length of term, facilities, texts and materials, physical characteristics the classroom, etc.

3. Choose a topic of interest and relevance to the target class.

Ideally you would choose a topic you might actually teach at a later date or you can simply choose something that is of common interest to the group. In either case, consult the appropriate IRPs [and PLOs] and use the relevant specifics from these documents in your overview.

4. Lesson Plans: [Remember that you will first submit one lesson, then later another using the same format and input from your first effort to assist you.]

Create/plan/design **two 60-minute lessons in detail**. These lessons will address specific PLOs prescribed for the topic and foster student communication skills, develop their learning strategies, and extend their content knowledge of the chosen topic. For each lesson plan, include and **clearly label** the following components:

- **Lesson Topic**
- **Specific PLOs to be addressed** [try for a maximum of 3 per lesson: Even then it may well be that one of these will overlap and be a continued focus in a subsequent lesson.]
- **ASSUMED prior knowledge** [what it can be reasonably assumed learners already know, have already been taught to help them learn the new content/topic.]
- **Student Objectives: [SWBATs]**
Objectives – content, language/vocabulary, strategies/skills: What new concepts, information, facts, subject matter knowledge, or understandings are to be gained concerning the topic. Each SWBAT should in some way connect to the PLOs given above. In addition, specifics in terms of new/necessary vocabulary [and/or structural language needs] may also be of importance to include. Finally, what strategies and skills you will use as your vehicle to help learners engage with the content should also be listed here or clearly noted in the lesson flow. [Please do not assume I know a strategy by a title such as *Numbered Heads Together*. Instead, specify briefly what the intent is.]
- **List of Resources/Materials:**
Visuals: e.g. pictures, graphic organizers, realia, etc. (Where reasonable submit these with your lesson plan/s or simply list or account for them.)
Text(s): written and/or oral (Where reasonable submit these or a photocopy of a text excerpt with your lesson plan or simply list and account for them.)
Equipment: e.g. OHP, video, audio, LCD, internet, chart paper and felts, index cards, etc.
- **Assessment Plan:**

For each objective noted in your lesson outline you should have specifics in place that note how students will be able to demonstrate their learning/comprehension of that objective. [More than one objective may be met by one assessment task.]

- **Progression of Tasks/Activities:**

Sequence of tasks: (Aim for coherent development of student tasks from the **Introduction** to the **closure** of your lesson. Please include some sample teacher questions to demonstrate your understanding of optimal questioning techniques with diverse learners in mind. Writing down some of the expected responses will also be helpful, especially if you find you have to ‘prompt’ your learners and guide them toward understanding of the concept/topic.

Groupings: e.g. whole class; pairs; small group, etc.

Time Allocations: number of minutes per task/activity

Contingency Plans for Early Finishers: e.g. additional tasks related to the objectives – enhancement of understandings, not ‘busy work’.

Contingency Plans for Struggling Learners: e.g. what are some strategies/tips/suggestions for what you could do to mediate the learning for the struggling readers/writers in the group. This is a form of anticipation – What ifdoes not work/they don’t get it, what will I do?

- **Follow-up:**

Homework: specify details and purpose; assign if appropriate.

Evaluation for Lesson Sequence Assignment: You will be evaluated on your ability to clearly demonstrate your the ability to design and detail appropriate activities that support student learning and development of content topics. You will be assessed on your ability to articulate tasks/activities appropriate to the target group of learners you have in mind, including the need to also consider the diversity that any urban classroom will include.

Collaborative Integrated Unit. Plan

This assignment requires that you gain a working understanding of how to design integrated curriculum with diverse student populations in mind in order to provide the optimal conditions for successful teaching and learning experiences. The primary goal of the collaborative unit plan is to develop useful lesson plans and teaching materials that will help you prepare for the long practicum. However, the objectives for this plan are two fold: First, it is expected that you will be able to identify the types of language difficulties students might face within your subject area, and to support not only the receptive skills needed to appreciate and comprehend content (listening, reading, and viewing) but also the productive skills needed to express and demonstrate knowledge (speaking, writing, representing).

Therefore, you will need to provide a coherent set of activities and strategies that are scoped and sequenced based on clearly outlined final projects. Groups will be formed according to the final unit projects you wish to design, so that individuals can shape develop personal unit plans while collaborating on the scope and sequencing of an integrated unit that explicitly teaches all the necessary language skills that students, and in particular English Language Learners (ESL, EAL students), might require in order to succeed. By selecting engaging final projects and developing sequenced activities that introduce, apply, reinforce, and evaluate students use of language, it is expected that the units you develop will be integrated and applicable across different specific topics, textbooks, even subjects.

Scoped Final projects must include:

- Project description
- A writing component in a specific genre
- A multimedia or performance based component
- Criteria and method of evaluation of student projects
- Glossary of all significant vocabulary
- Exemplar and evaluation instruments (answer keys, rubrics, etc.)

Sequenced Activities must include:

- Focus on close reading of primary documents
- Experience problem solving and using analysis and interpretation
- Concrete / experiential learning
- Graphic organization of unit structures
- Literacy support and appreciation of culturally constrained language use.
- Fully developed language support strategy including all relevant “brick” and “mortar” terms

Unit plans must include:

- Introduction describing the scope and sequence of the unit
- List of sequenced daily activities with language focus clearly stated

Gloss of key primary source texts