

LLED 360: Classroom Discourses and Teaching English

Language Learners – Secondary

LESSON PLAN TEMPLATE FOR INTEGRATING THE TEACHING OF CONTENT AND LANGUAGE

Subject:	Grade: 9	Date: Oct 12	Duration: 60 minutes
Lesson Overview: <i>(What this lesson is about)</i>	Students will read in class the short story “The Rabbit” by R. P. McIntyre.		
Class Profile <i>Construct a hypothetical class profile, in which you specify how many students are in your class, their learning challenges, and their levels of English proficiency</i>	30 students 50% ELL 20% struggling 2 advanced learners		
Big Idea(s)	How does narrator voice make us feel. What is the purpose of comparing characters to animals? By using second person narrative do you empathize with the character more.		
Curriculum Competencies <i>(What the students will do)</i>	students will learn to understand the characteristics of human nature in the story. exchange of experience and ideas in groups. create curiosity about the subject		
Content <i>(What the students will know)</i>	student will know that adults can make mistakes. Rash decisions are not the best way to handle a situation. creative writing skills.		

Language Objectives <i>(What new language students will learn)</i>	very basic vocabulary. for ELL's perhaps vegetarians, zucchini. second person narrative. What does the writer accomplish by using second person narrative?
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Materials and Equipment Needed for this Lesson
31 photocopies of "The Rabbit" short story. Each student needs a pen, pencil and paper.

	Lesson Stages	Learning Activities	Time Allotted (Min)
1	Warmup <i>Get students' attention, connect to previous knowledge and explain why the topic is important to learn.</i>	Take attendance and allow class to settle down. Hand out copies of the short story	5 minutes 5 minutes
2	Presentation <i>Teach the new content and language.</i>	Read aloud the short story. Have the 2 advanced learners read a page each in the middle, teacher reads beginning and end. Ask the students what they learned from the story. And how they felt.	10 Minutes
3	Practice and Production <i>Practice, reinforcement, and extension of the new content and language.</i>	Get the students into groups of four to discuss the comparison of the characters to animals. Ask each student to compare a family member or herself to an animal and write explaining why. For advanced students they can do a comparison of more family members. Students can draw pictures if they like. Ask for volunteers who would like to share what animals they have used.	15 minutes 15 minutes 5 minutes
4	Closure	Ask the students for next class to think about a time when they were smarter than someone in authority as happened	5 minutes

		in “the Rabbit” This may give an option for next class lesson plan. Pick up students writing. Make sure they put their name on it.	
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Adaptations for English Language Learners	Try to place them in groups with more advanced English learners. But also with other ELL’s who may have similar challenges and who may relate well with each other.
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Assessment/Evaluation of Students’ Learning	Have the students hand in what they have written comparing a family member to an animal. Walk around the room during group work to try to engage some students and assess how each group functions.
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Reflection <i>Reflect on your process of developing this lesson plan. Explain how your lesson plan relates to some of the theoretical concepts acquired in this course so far.</i>	reading the short story in class allows me to know that all the students have read it. The use of groups is valuable as it allows all the students to share ideas in an environment that is not as intimidating as sharing with the whole class. Keeping things simple should allow the students to have success.
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