**LESSON PLAN TEMPLATE FOR INTEGRATING THE
TEACHING OF CONTENT AND LANGUAGE**

Subject: English	Grade: 10	Date:	Duration: 60 minutes
Lesson Overview *(What this lesson is about)*	1) Teaching students the nature of quantifying non-count nouns using a wide range of partitive expressions. 2) Allowing students to use partitive expressions meaningfully within their writing.		

Class Profile
 	
how many students are in your class, their learning challenges, and their levels of English proficiency
	Students = 35+
	   - most non-ELLs are capable writers without much metalanguage or explicit grammar knowledge who could benefit from exploring creative uses of partitive expressions.
	ELLs = 20 (mostly Mandarin speakers)
	   - most ELLs are already producing partitive expressions well but need to widen their understanding of non-count nouns and learn the wide range of possible partitive expressions.		

Big Idea(s) *(Select one or two big ideas from the new BC curriculum):* https://curriculum.gov.bc.ca/curriculum	See bottom

Curriculum Competencies *(What the students will do)*	See bottom

Content (What the students will know)	See bottom
Language Objectives *(What new language students will learn)*	The use of non-count nouns and partitive expressions in different registers.

Materials and Equipment Needed for this Lesson
1) Non-count Nouns & Partitive Expressions student-worksheet 2) Computer w/ projector *or* overhead projector and a photo-copy of the worksheet that is compatible with the type of overhead projector (and proper pens)

	Lesson Stages	**Learning Activities**	**Time Allotted**
1.	**Warm-up** *Get students' attention, connect to previous knowledge and explain why the topic is important to learn.*	1) Model an incorrect quantification of non-count nouns on the board and ask students to tell you how the examples can be fixed. 2) Students respond with the use of partitive expressions and their responses allow for the introduction of the terms "non-count nouns" and partitive expressions.	2-3 minutes
2.	**Presentation** *Teach the new content and language.*	1) Model the correct use of quantifying non-count nouns that are provided by students (e.g., a proper count noun followed by "of" and then the target non-count noun) 2) Make sure to include a creative partitive expression to remind fluent English speakers that they can expand their knowledge of English while learners of English are exposed to basic forms of the expressions as well as the more creative possibilities.	2-3 minutes

3.	**Practice and Production**		2 minutes
	Practice, reinforcement, and extension of the new content and language.	1) Handout the Non-count Nouns & Partitive Expressions worksheet	
		2) Divide the students into groups according to the categories on the worksheet (larger categories will need more students (see below for an example of student assignments in a class of 35): Whole groups: 9-10; 2-3;2-3 Liquids: 2-3 Solids and semi-solids: 8-9 Gasses: 2-3 Things that occur in nature: 2-3 Abstractions: 6-7	3 minutes
		3) Have the students divide the words of their category among themselves (all words in a category must be accounted for — i.e., 2-3 per student)	
		4) Ask student groups to come up with the common count nouns to form partitive expressions for their given words. Ask students to fill the boxes below it (Model how to record their answers on the worksheet using the overhead projection — e.g., under "clothing" simply record the word "stitch" to signify the partitive expression "stitch of clothing").	5 minutes
		5) Call on the groups to give you their partitive expressions and record them on the overhead copy of the worksheet	10-15 minutes
		6) Introduce the students to <http://corpus.byu.edu/coca/> and demonstrate how they can search for further partitive expressions by typing in "of +	5-6 minutes

| 3. | **Practice and Production** *cont.*

Practice, reinforcement, and extension of the new content and language. | 3) expand a given example and find the source of the publication

4) Find an uncommon use of a partitive expression in the large list (under CONTEXT tab) and explain how creative uses of partitive expressions change the effect they have on a reader. Explain the concept of register (using the basic categories of formal, semi-formal, or informal) — e.g., "forests of lightning" is a creative use of a partitive expression found in an informal register while "strikes of lightning" is a more common form that is more appropriate in more formal registers.
8) Give the students a writing prompt and allow students to write to the end of class
Constraints:
1) Content suggestion: The zombie apocalypse has begun and you are trapped in the middle of it. Describe what you see and/or how you deal with your situation (other topics may be written on if a writer so desires)
2) Formal: at least 10 partitive expressions must be used (either the ones brainstormed in class or made up by the students)
3) Context: students have the remainder of the class (roughly 15-20 minutes to write. There is no maximum or minimum word counts but students must fulfill the formal restraint requirements and the reader must have a solid understanding of the world they are reading about. | 15-20 minutes |

| 4. | **Closure** | For homework, students must:
1) Finish their written compositions and post to the school blog (if possible)
2) Search the partitive expressions they personally came up with in their groups and record their frequency within the corpus on the worksheet (model recording the frequency beside the expressions) and also note whether the writing sample in the corpus seems formal, semi-formal, or informal.
3) Search for 5 partitive expressions that were not mentioned in the class and record them on the worksheet along with their frequency in the corpus. One of the 5 partitive expressions must be a partitive expression they found very strange (to be shared as a warm-up next day) *** Students may find partitive expressions in other places (e.g., familiar forms of literature)***
4) Inform students who may want a copy of the overhead worksheet completed by the class that they can ask for one | 2-4 minutes |

Adaptations for English Language Learners	The lesson revolves around the use of a simple form of English that is both written and spoken but which can have great variety. The activity first explores the usages that are most common and then moves into an exploration of usages that are less common (for homework). The exposure of ELLs to the usages of their peers allows them to base their language knowledge in expressions that are most commonly used by their peers (i.e., from within the surrounding culture). The activity also creates a resource for ELLs to cross-reference (i.e., the worksheet on the overhead) by recording the count-nouns that serve as the heads of partitive phrases. The focus on noting the frequency and the likely register of the expressions helps students understand which expressions are used in which registers (certain creative expressions can be explored the following day when they return with their strange partitives).

Assessment/Evaluation of Students' Learning	Formative assessment is ongoing during the lesson in that students are asked to share their expressions with the class (comprehension and reproduction capabilities will be demonstrated and observable). If summative assessment is desirable then the written composition may be marked out of 10 for each use of a correct partitive expression (+1 for recording a strange use of a partitive expression) and out of 5 for fulfilling the second constraint (that the reader must have a sense of the world which is being described to them and/or how the writer would survive). Marking the homework is not advisable given that it is their first draft/exercise in this area but simply noting if/ which students correctly use partitives could be beneficial. Discretion is left with the teacher.

Reflection	The lesson plan as a whole allows students to explore an individual form of English, provides them with meta-language to discuss the form, and then moves them into a personal composition using the form in a meaningful and creative way. The way in which the language is modelled for the ELLs through groups and as a class both acknowledges and increases their cultural fluency. Hopefully the exercise also helps promote ELL investment in the exercise by focusing on a form of english that takes time to fully explore and can alienate ELLs from native speakers if used improperly. The use of the corpus provides both ELLs and non-ELLs a valuable tool for expanding their ability to explore partitive expressions and other forms of English. The activity also allows both groups of students to expand their knowledge of less common partitive expressions and the registers in which they are found. The written assignment forces students to reproduce structures in a meaningful way that is meant to engage the learners' creativity and allow them to explore and reproduce a range of partitive expressions.
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.	

See below for connections to curriculum:

Big Ideas:

3) Texts are socially, culturally, geographically, and historically constructed.

      - partitive expressions can be particular to geographic location and culture. By exploring the range of students' partitive expressions and sharing their preferences students will be able to see which forms are most common/preferred in the regional dialect and culture.

4) Language shapes ideas and influences others.

      - the use of some forms of partitive expression as opposed to others can create certain effects in writing. By exploring the range of possible partitive expressions students will be able to understand that certain partitive expressions are creative/figurative and should only be used in certain registers while others are common and simply convey information.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)
• Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability
      - students access partitive expressions through an English corpus and consider the nature of their registers

• Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking
      - students learn how to use an english corpus as a strategy to further their ability to inquire about English texts and ultimately understand them

• Synthesize ideas from a variety of texts/sources
      - students synthesize texts using the wide range of sources made available by the corpus

• Recognize and appreciate how various forms, structures, and features of texts reflect a variety of purposes, audiences, and messages

- the use of appropriate partitive expressions is explored in relation to register

• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- the context of partitive expressions will be explored in relation to register

• Construct meaningful personal connections between self, text, and world
- ELLs will find the exercise expanding and enabling
- students create connections between themselves and their world as they explore the corpus expressions

• Respond to text in personal, creative, and critical ways
- students will be able to create their own partitive expressions and employ their new language skills to expand English expression in creative ways

• Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
- Students will examine a range of partitive expressions and how using such partitive expressions impacts their writing

• Recognize an increasing range of text structures and how they contribute to meaning
- Students will examine numerous text structures in which partitive expressions are found and how certain partitive expressions are used in each context

Create and communicate (writing, speaking, representing)
• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- exchange of students' partitive expressions will expand their understanding of the language used by their peers

• **Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes**
  - informal exchange of speaking/listening skills in group exchange

 • **Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences**
  - exploring the connection between partitive expressions and register will better enable students to create texts for all purposes and audiences
  - writing personal compositions will explore the connections they have made to the expressions

 • **Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context**
  - students will explore their peers' preferred partitive expressions as a method of engaging with Canadian language conventions

 • **Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles**
  - Student compositions will be created using creative partitive expressions

 • **Use the writer's craft and demonstrate skills characteristic of writers**
  - partitive expressions are a skill characteristic of writers and proficient language users

Content Expectations:

Writer's craft
• **characteristics of writers**
  • proper use of partitive expressions
• **voices, styles, and perspectives**
  • how partitive expressions can affect an author's voice

- **writing as a process**
    - draft writing with the use of constraints to improve functioning
- **authentic audiences and real-world purposes**
    - real-world use of partitive expressions

Writing genres
- **forms of written communication**
    - examination of multiple sources that employ partitive expressions and their registers
- **relationship between form (*the principle that determines how a work is ordered and organized*) and function**
    - examination of register as a principle that determines the forms of language that are used
- **different purposes**
    - examination of register as a principle that determines the forms of language that are used
- **formats**
    - examination of register as a principle that determines the forms of language that are used

Writing style
- **literary techniques and devices**
    - partitive expressions as a literary technique
- **stylistic choices**
    - partitive expressions as a style choice that complements register and intention of author
- **techniques of specific genres**
    - partitive expressions found in the corpus belong to many genres and students are able to see for themselves which genres employ which partitive expressions