

Subject: English	Grade: 9	Date: Oct. 14, 2016	Duration: 60 minutes
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Class Profile:	25 students, with 30% of them ELL.
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Lesson Overview:	The lesson will introduce and cover the first chapter of <i>Lord of the Flies</i> by William Golding (20 pages). The aim of the lesson is for students to understand the theme of survival as well as show their comprehension of the chapter content.
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Big Ideas:	<p>Through listening and speaking, we connect with others and share our world.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p>
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Curriculum Competencies:	<p><u>Comprehend and connect (reading, listening, viewing)</u></p> <ul style="list-style-type: none"> - Use personal experience and knowledge to connect to stories and other texts to make meaning <p><u>Create and communicate (writing, speaking, representing)</u></p> <ul style="list-style-type: none"> - Exchange ideas and perspectives to build shared understanding
Content:	The students will know how to take advantage of reading strategies in order to comprehend as much of the text as possible.
Language Objectives:	The students will discuss a “what if we were stuck on an uninhabited island” situation amongst themselves.

have them discuss in their table groups. (Max 4 per group) Move students to join a group if one is sitting alone (due to absentees)		
Walk around the classroom as the students talk about the given “what if” scenario. Drop in on conversations to help keep them on track.	Students exchange their ideas with their groups.	10 minutes
Call attention back to yourself and ask if anyone wants to share their “survival strategies”. If no one volunteers immediately, offer your own answer first. After 2-3 answers are shared, let the students know that “Lord of the Flies” also has a group of kids stranded on an island.	Students raise their hands and share the answers that arose from their groups discussions.	5 minutes
Have the kids open the book to the first page. Tell them that we will be reading the book together out loud. You read the first page as a model of expression when reading aloud.	Students read along silently as the teacher reads aloud to supplement their mental voice.	1 minute
Ask for any volunteer readers for the next 3 pages. Have the readers read about half a page each out loud. If no one volunteers, then assign readers by seating arrangement (eg. the student sitting to the left of the reader is the next to read) Assist the student reader if they have problem pronouncing a word.	Students read along silently as a volunteer reads aloud.	5 minutes
Let them know before they start reading on their own that there will be reading questions on the		2 minutes

<p>first chapter on worksheets that you will pass out.</p> <p>Students who finish reading the first chapter before the end of class can start working on the questions early.</p>		
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Instruct the students to read the rest of the first chapter on their own silently.	Students read silently on their own.	20 minutes
<p>Stop the silent reading if any are still reading. Alert the students know that the reading questions will be due next class for completion, but not for marks.</p> <p>If students have already finished the worksheet, have them hand them in a pile before they leave class.</p>	Students stop reading and listen to end-of-class announcement about homework and assignments.	5 minutes

<p>Adaptations for English Language Learners</p>	<p>Use bold and italic words on the worksheets to highlight important words or phrases.</p> <p>Social Strategies (Reiss, 2010, p. 45)</p> <ul style="list-style-type: none"> - Working in groups to clarify content, solve problems, or complete projects. - Using buddy reading, literature circles, and writing partners. <p>Strategy 12: Integrate Learning Strategy Training into Daily Instruction (Reiss, 2010, p. 52)</p> <ul style="list-style-type: none"> - Technique II: Talk about personal learning experiences so that students understand that no one is a genius from the start. <p>Assisted reading (the teacher reads aloud first, then later other students can volunteer</p>
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	themselves to read aloud)
Assessment/Evaluation of Students' Learning	<p>Check how much of the theme of the question has been understood by having the students share the results of their group discussions of the “what if?” question.</p> <p>The discussion group answers can also assess how creative the students went with their reactions and solutions.</p> <p>Reading aloud assesses student familiarity with vocabulary, punctuation, and pronunciation of spoken word.</p> <p>Having the students answer reading questions on the first chapter assesses their comprehension of the text content.</p>
Reflection	<ul style="list-style-type: none"> - Encouraging speaking and reading aloud is a form of social strategy to help English language learners practice in the classroom with native English speakers and other ELLs. - Participating as a teacher in discussion groups provide modelling and think-aloud strategies to scaffold student learning. - The above activities and strategies relate to this course’s concepts of providing linguistic and academic support for language learners and planning lessons with ELL needs in mind.

Reference

Reiss, J. (2010). *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education.