LLED 367-302

Subject: English	Grade: 9	Date: Oct. 14, 2016	Duration:
			60 minutes
Class Profile:		25 students, with 30% of them ELL.	
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.	
Big Ideas:		Through listening and speaking, we connect with others and share our world.	
		Curiosity and wonder discoveries about ours around us.	
Curriculum Competencies:		<u>Comprehend and c</u> listening, viewing)	· •
		- Use personal e	

	other texts to make meaning
	<u>Create and communicate (writing,</u> <u>speaking, representing)</u> - 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.

The class will take turns reading aloud parts of the first chapter in order to foster confidence in spoken language.
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Materials and Equipment Needed for this Lesson

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- 26 copies of *Lord of the Flies* (25 students + teacher copy)25 photocopies of a worksheet with questions about the chapter printed on. -
- White board markers -
- Attendance sheet/Class list -

Teacher	Students	Time
Take attendance for the day to check for absences.	Say "Here!" when their names are called.	1 minute
Explain that the class will start reading "Lord of the Flies" with the book in hand so the students can see the cover.	The students should be looking at the teacher during the introduction.	1 minute
Ask one or two volunteers to pass a copy of the book to everyone in class. (The books should be stacked on a desk, ready)	One or two student volunteers will be passing books to their classmates while the rest can chat with the friends while they wait.	5 minutes
Whether the students have read the back summary of the book or not, start off with, "Here's a question to get us rolling: What if you were stranded on an uninhabited island with the people you're sitting beside?"	Students should be listening to instructions	5 minutes
Write the question on the board so the students don't forget the question while they discuss.		
Give them contextual details to their hypothetical situation, such as "only having the clothes on their back", and "you don't know when rescue will come" and then	Students get into groups (based on their seating arrangement), which requires little movement.	

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.	Students raise their hands and share the answers that arose from their groups discussions.	5 minutes
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.		
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	Students read along silently as a volunteer reads aloud.	5 minutes
have problem pronouncing a word.		
Let them know before they start reading on their own that there will be reading questions on the		2 minutes

first chapter on worksheets that you will pass out.	
Students who finish reading the first chapter before the end of class can start working on the questions early.	

Instruct the students to read the rest of the first chapter on their own silently.	Students read silently on their own.	20 minutes
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. If students have already finished the worksheet, have them hand them in a pile before they leave	Students stop reading and listen to end-of-class announcement about homework and assignments.	5 minutes
class.		

Adaptations for English Language Learners	Use bold and italic words on the worksheets to highlight important words or phrases.
	 Social Strategies (Reiss, 2010, p. 45) Working in groups to clarify content, solve problems, or complete projects. Using buddy reading, literature circles, and writing partners.
	 Strategy 12: Integrate Learning Strategy Training into Daily Instruction (Reiss, 2010, p. 52) Technique II: Talk about personal learning experiences so that students understand that no one is a genius from the start.
	Assisted reading (the teacher reads aloud first, then later other students can volunteer

	themselves to read aloud)
Assessment/Evaluation of Students' Learning	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. The discussion group answers can also assess how creative the students went with their reactions and solutions.
	Reading aloud assesses student familiarity with vocabulary, punctuation, and pronunciation of spoken word.
	Having the students answer reading questions on the first chapter assesses their comprehension of the text content.

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Reflection	 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.