

English Language Development Lesson Unit Level As or Lower Grades

To Consider in Every Lesson Stage:

Assess conceptual and language learning	Ensure students are speaking
Provide Think-Time	Make expectations clear
Group/partner students	Teach learning strategies explicitly
Use supplementary materials	Teach concepts and language in a context
Distribute questions purposefully	Monitor own speech
Connect the language from each activity to the next	
Provide explicit instruction of language form for speaking or writing through models/prompts	

Each time you spiral an activity, add one small complexity (if students are ready).

- Possible activities based on proficiency level

Lesson 1: Building Background

- Introduce Vocabulary: expose students to the vocabulary (hear it, see it in text, see it in concrete examples, write it if they are ready)
 - Practice pronouncing each word; students make guesses for matching descriptions that are given to them to the vocabulary word; students make predictions of what the words mean; vocabulary knowledge rating sort; act out word guess; Find your Partner with matching words
- Word Study: allow students to notice something about the words in written form
 - Students count or order words by number of letters; phonics lesson for beginning/ending sounds, vowels sounds; order/sort by number of syllables; alphabetizing words; grammar specifics
- Access Background Knowledge: help students make links from past learning and prior experiences to the story
 - KWL; Tell your Partner 3 things you know about ____; anticipation guide; predictions
- Set a Purpose for Reading: give students a direction for their listening to be most effective
 - Have students touch their nose when they hear our vocabulary words; ask a big idea about text to self/text/world question (e.g. Decide if you are more like character 1 or 2); confirm predictions
- Quick Read Story: expose students to the story text, total comprehension may not happen this time; point out vocabulary
 - Constantly remind/support students of purpose; "Think Aloud"; predicting and confirming them
- Conclude with Purpose: have students negotiate the set purpose
 - Report back; confirm predictions

Lesson 2: Teaching Vocabulary

- “Play” with Vocabulary: present meanings, explanations and examples of vocabulary, use pictures from book, similar pictures or realia
 - Find Your Partner (matching text with picture or text with meaning); same activities listed above
- Word Study: extend the study of words from yesterday
 - linteractive writing; same activities listed above
- Access Background Knowledge: have students recall what the story was about, connect story to personal lives of students
 - Ask specific questions about text, text structure, surprises of the book, etc.; make predictions
- Set Purpose for Reading: give students a direction for their listening to be most effective
 - Have students touch their nose when they hear our vocabulary words; explain how our vocabulary words are used ask a big idea about text to self/text/world question (e.g. Have you ever had this same thing happen to you?); confirm predictions
- Read Story: read text working on comprehension and explicit vocabulary instruction
 - Constantly remind/support students of purpose; “Think Aloud”; predicting and confirming them; stopping to ask questions about vocabulary when it shows up
- Review Purpose: have students negotiate the set purpose
 - Report back; confirm predictions
- Deepen Comprehension of Story and Vocabulary: have students negotiate the meaning of the text and individual vocabulary
 - Retell story; ask clarifying questions (“right there” or recall); ask higher order questions

Lesson 3: Writing about the Text

- “Play” with Vocabulary: review meanings, explanations and examples of vocabulary connected to the story
 - Find Your Partner (matching word with meaning, word with sentence from book); cloze activities; charades; What Word am I?; same activities listed above
- Word Study: extend the study of words from yesterday, add one small complexity if students are ready
 - Interactive writing; rewriting meanings; word sorts; cloze sentences; same activities listed above
- Access Background Knowledge: have students recall what the story was about, connect story to personal lives of students
 - Ask specific questions about text, text structure, surprises of the book, etc.; sequence story with pictures, text or retelling
- Set Purpose for Reading: give students a direction for their listening to be most effective

- Have students touch their nose when they hear our vocabulary words; explain how our vocabulary words are used ask a big idea about text to self/text/world question (e.g. Have you ever had this same thing happen to you?); confirm predictions
- Read Story: read text working on comprehension and explicit vocabulary instruction
 - Constantly remind/support students of purpose; “Think Aloud”; predicting and confirming them; stopping to ask questions about vocabulary when it shows up
- Review Purpose: have students negotiate the set purpose
 - Report back; confirm predictions
- Organize the Text: have students negotiate the structure of the text and use vocabulary
 - Complete a graphic organizer
- Write about the Text: use the visual representation of the text (what’s on the GO) to write about the text
 - Interactive writing, small group joint product writing; independent writing

Lesson 4: Fluent Reading

- Students Read Text: students “perform” the text in some way to show that it has been internalized
 - Readers’ Theater; Author’s Chair; Role Play

Lesson 5: Writing from the Text

- Quick “Play” with Vocabulary: review meanings, explanations and examples of vocabulary connected to the students’ personal lives
 - Charades; What Word am I?; Four Square Meaning Maker; word sorts
- Access Background Knowledge: have students recall what the story was about, connect story to personal lives of students
 - Ask specific questions about text, text structure, surprises of the book, etc.; sequence story with pictures, text (Story Strips) or retelling
- Read Story: if necessary read text working on comprehension and explicit vocabulary instruction
 - Constantly remind/support students of purpose; “Think Aloud”; predicting and confirming them; stopping to ask questions about vocabulary when it shows up
- Writing from the Text: use the text and the graphic organizer as a model for writing their own texts
 - Interactive writing, small group joint product writing; independent writing; rewriting a piece of the text; copy change; mini books; role play; first person; diary page