Help!
I'm a Mainstream Classroom Teacher with **One** Student on an ILLP!

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Lesson Plan Form

Grade Level:	**Subject:**	**Duration:_____ Date: _____ Teacher:**

ELP Performance Indicators:	**Big Idea:** (Targeted, enduring, and transferable ideas at the heart of the discipline.)	**Essential Question(s)**: (Questions that spark meaningful connections, provoke inquiry, and encourage transfer.)
Arizona 2010 ELA Standards:	**Texts:**	**Key Vocabulary:**

Learning Objectives/Goals
(What will students know or be able to do? Use a Cognitive Taxonomy)

Anticipatory Set
(Engage student's attention. Connect to prior learning/ experience. Establish relevance. Why is it important for students to learn this?)

Materials/Resources

Lesson Outline
(Planned steps and activities that actively engage students in either inquiry method :

- Discovery activity
- Formal learning activity

Or a direct instruction method:

- Input
- Modeling
- Guided practice
- Independent practice

Differentiated Instruction (Gifted, ELL, SPED)

Assessment(s)
(How will you know that **each student** achieved the objective? These are formative in nature – informal and formal, unless you are concluding a unit and will administer a summative assessment in addition to your formatives.)

Cognitive Closure
(How will you close your lesson? Summarize, tie it together, learning conversations, ticket out of class, relevance to next lesson, etc.)

Extended Learning Opportunities
(How will you re-teach students who did not meet the objective? How will you challenge students who have mastered the objective?)

Notes:

*This chart was retrieved from the following website: http://www.oema.net/lexiles/ReadingLevelComps.pdf.

This chart was provided to the Oregon Educational Media Association by Steven Zimmerman of Harcourt.

It provides a comparison by grade level of different book leveling systems including Lexiles, Fountas and Pinnell(Guided Reading), Basal, DRP (Degrees of Reading Power), Reading Recovery and DRA.

Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten Grade 1	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten Grade 1	B			2	2 & 3	
	Kindergarten Grade 1	C	PP1		3 & 4	4	
	Grade 1	D	PP2	25-30	5 & 6	6	100-400
	Grade 1	E	PP3		7 & 8	8	
	Grade 1	F	Primer		9 & 10	10	
	Grade 1	G			11 & 12	12	
Transitional	Grade 1	H	Grade 1		13 & 14	14	
	Grades 1 & 2	I			15, 16 & 17	16	
	Grade 2	J	Grade 2	30-44	18, 9 & 20	18	300-600
	Grade 2	K				20	
	Grade 2	L				24	
	Grades 2 & 3	M				28	
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O				34	
	Grades 3 & 4	P				38	
Advanced	Grade 4	Q & R	Grade 4	40-42		40-44	600-900
	Grade 5		Grade 5	44		50	700-1000
	Grade 6	S-Z	Grade 6			60	800-1050
	Grade 7					70	850-1099
	Grade 8					80	900-1150
	Grade 9						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+

MorphHouse

Description
Teacher assists students to build a complete morphological word inventory by beginning with a base word and then collaboratively generating words in that family. For example, the word family for *help* looks like this: *helps, helped, helping, helpful, unhelpful.*

Purpose
Students at the intermediate level of English proficiency have typically heard some of the words in a given word family. However, they have had little—if any—direct instruction in seeing how the addition of prefixes and suffixes works to build a morphological word family. They also need practice to use each form in complex, academic sentences.

Key Language Skills
Leixcon, semantics and syntax

Materials
Chart paper and markers.

Procedure

1. Teacher or students select a word to begin the family. Note that not all words have morphological families, and that some words have only one or two words in their family. What a relief!
2. Write the starting base word and underline it. Review with students the meaning of the word in that form.
3. If appropriate for the level and preparation of the students, agree on what part of speech the word is.
4. Have students work with a partner to generate as many words as they know (not from a dictionary) that include the base word.
5. Now, elicit from students the words they have generated. Add them below the base word if they are a member of the morphological word family for the base word. Ask students to define each word and, if they can, identify its part of speech.
6. Continue with this process until the complete word family is done. The teacher may need to add missing words.
7. Collaboratively, select a couple of the words and build a sentence that uses the word form correctly.
8. See if students can work in partners, or independently, to craft a sentence using each of the remaining words.

Democracy

1. democrat
2. democrats
3. democratic
4. democratically
5. democratize
6. democratized
7. undemocratic

Hot Tips

This can be both a challenging and eye-opening strategy—for students and the teacher. Remember, it is critical that students be provided numerous opportunities to review their inventory of words to find forms of the base word that they may already know and use, or that they have merely heard or read without a clear understanding of the meaning. This is a synthesizing strategy that helps English learners bring order to their vocabulary in a way that is critical for academic success. Keep the lists up on the wall so students begin to internalize the concept of "word families".

Extensions

For Intermediate Students…

1. Start with words that are common to the students.
   Use words from any of the other "whole star" strategies.
2. Consider building word families for the spelling words students are studying, or from key words from their content books.

For Early Advanced and Advanced Students…

1. Organize the chart by part of speech.

Noun	*Verb*	*Adverb*	*Adjective*
Democracy	democratize	democratically	democratic
Democrat	democratized		undemocratic
Democrats			

2. Have students construct questions using each of the words in the family. Then with a partner, have them answer using the correct word. For example, *Were the early colonists in favor of democracy?* Answer: *Yes, democracy is something the early colonists supported.*

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SEI "SUPER" Strategies:

- ALWAYS establish the language objective.
- ALWAYS use the 50/50 rule.
- ALWAYS push students to their productive discomfort level.
- ALWAYS have students respond in complete sentences.
- ALWAYS remember the teacher does nothing students can do themselves.

(Student accountability through active engagement)

Vertical Sentence

Description
This is a teaching strategy that works in any content area. It requires students and the teacher to collaboratively generate synonyms for words within a given sentence. Once synonyms are generated, those that work within the context of the sentence are used to form new syntactic variations of the sentence.

Purpose
English learners, particularly those at the intermediate level, over-rely on the semantic element of language, focusing more on the meaning of individual words than on the syntactic context in which the words are used. We can simultaneously work on lexicon, semantics and syntax with this powerful strategy that really boosts comprehension and syntactic control.

Key Language Skills
Lexicon, semantics and syntax.

Materials
Colored markers, half sheets of large chart paper

Procedure

1. The teacher selects a sentence that features syntactic and vocabulary features that are appropriate to the students' English language level. These sentences can be made up, come from other ELD strategies, or taken from a variety of text sources, i.e., language arts books, science, social science or math. The sentences could even come from the back of a cereal box! Here is an example.

   Covered wagons and trains were popular forms of transportation for the early settlers.

2. Now, the teacher writes the sentence on a half-sheet of chart paper, leaving a large space in between the lines of text.

   Covered wagons and trains were popular forms of

   transportation for the early settlers.

3. The teacher can now do one of two things, depending on students' language level: (1) underline the words for which students will generate synonyms, or, (2) collaboratively analyze with students which words in the sentence could have synonyms. Underline those words. Here is what it looks like so far:

Covered wagons and trains were popular forms of

transportation for the early settlers.

4. Working in pairs, groups of three, or even as a whole class, students are asked to think of words they know that may mean the same thing as the underlined words. This is not a dictionary task, but rather a time to begin teaching students to index their existing vocabulary. Guesses are acceptable, but the teacher decides if the word is indeed a synonym. Note that at this point, the context of the sentence, or the syntax, is not taken into consideration. That will be dealt with in a subsequent step.

5. Generate synonyms for each word. The teacher should volunteer words that are important for students to know. The intent is to make generating synonyms an active—even fun—process! Here's what you might end up with.

Covered wagons and trains were popular forms of
carts locomotives means
buckboards iron horses types

transportation for the early settlers.
Movement
moving
travel

6. Now, once you have reviewed each vertical column of synonyms to see if indeed they are synonyms, move to an analysis of which synonyms work within the context of the sentence. Note that the syntax (words and their order) of the original sentence may need to be changed to accommodate one or more of the new synonyms. This is a powerful time to assist your students in understanding better how syntax affects word choice.

7. Put students in pairs, or groups of three, and have them make new sentences using each of the various synonyms. Have them write their new sentences so they can better understand the concepts involved in this task.

Hot Tips

It is the teacher's role in this strategy to both excite students about constructive guessing for new synonyms, and to simultaneously instruct them on issues of semantics and of how syntax affects proper word choice. There is a lot of language teaching to be done with this strategy, so make the most of it. Write the sentences on chart paper so you can display them on the wall and help students to see what they are learning and to use them as resources in their other English language and content area tasks.

Extensions

1. Take a non-academic sentence and generate academic synonyms for as many words as possible. Compare the two versions.
2. Rate each column of synonyms in order of their use in an academic setting. This helps students to understand the effect words have when used properly in certain situations.
3. Assign groups of student one of the sentences from a paragraph. Re-read the whole paragraph now using all of the various synonyms.

Vocabulary Frames

Description
Students identify the names of objects and then are assisted to be able to verbally express that item's function. For example, "This is a clock and it is used for telling time."

Purpose
Language learners frequently know many nouns, but they are unsure about how to describe its function, or what it does. This strategy is designed to link their lexical skills to syntax and morphological aspects of language.

Key Language Skills
Lexicon, syntax, morphology

Materials
Chart paper for writing sentence frames, 3x5 cards for crafting labels for items.

Procedures
Point to an object in the classroom. Ask if anyone knows what it is called. Have all students say, "This is a _____," or "That is a _____." Now, see if any student can produce a complete sentence that describes the function of that object. In other words, what is it used for, or what does it do? A useful frame for this activity is as follows:

> "This is a _____ and it is used for _____."
> Example: This is a clock and it is used for telling time.

Hot Tips
For more advanced students, vary the complexity of the language. For example, instead of "That is a paper clip and it is used for clipping papers together," have students work with "One employs (makes use of) a paper clip to join separate sheets of paper together."

Work on these in this order:

1. This is a _____ and it is used to/for _____.
2. These are _____ and they are used to/for _____.
3. For _____(ing), one uses a _____.
4. You can tell this/that is a _____ because it has _____.
5. You use a _____ to/for _____, but you use a _____ to/for _____.

What We Already Know

Description
Students talk about what they already know about a given topic and the teacher assists in writing that information on a chart, taking care to “push” students to use new and more complex vocabulary and syntax. Students should not be allowed to start sentences with the subject pronouns (he, she, it, etc.), proper nouns (Tom, Susan, etc.), or the words “a”, “the” or “an”.

Purpose
This strategy helps students to convey things they already know using more academic sounding language. Students are to learn how to start sentences with various parts of speech.

Key Language Skills
Syntax, lexicon, semantics, phonology, and morphology (The Whole Star).

Materials
Colored markers, chart paper, and pictures related to the topic you are asking students to talk about.

Procedure

1. Start by thinking about what theme area you are teaching. Within that area, what are some sub topic or areas about which students would already know something. For example, students may not be able to talk about “economics”, but they do know a lot about money.
1. Head your chart paper like this: “What We Already Know About Money”
2. If you have pictures, or some other visual props that can help students to remember what they know, let the students interact with those things.
3. Now, ask them to tell you something they already know.
4. Assist them in spelling, syntax, vocabulary, etc. to get their information on the chart paper in an “academic” sounding sentence.

What We Already Know About Friends

1. Friends can help you with your homework. (T.F.)
2. Trust is something you share with a friend. (P.G.)
3. Some friends move to other schools. (K.C.)

Hot Tips

1. There is more to this strategy than meets the eye. Students frequently know more than they can represent with words in English.
2. Be creative. Ask students what they know about school, the principal, living in Dinuba, video games. The point is to get them talking and for you to help them sound more academic.
3. Put the students' initials after their sentence. Student participation will increase drastically!

Extensions

For Beginning and Early Intermediate Students

1. Works better when they are talking about something they can hold or see, i.e., stuffed animals, pictures of Mexico, etc.
2. Remove the nouns and verbs from their sentences. Have them illustrate.
3. They re-write sentences and illustrate.
4. Cut up the sentences for "Syntax Surgery."

For Intermediate Students

1. Identify subject and predicate from sentences.
2. Do various word sorts: parts of speech, singular/plural, words with silent "e", words with double consonant.
3. Cover certain words and have students remember the word (modified "cloze").
1. Cut sentences off chart and re-order them.
2. Combine similar sentences to form compound sentences.
3. Move the subject of the sentences to a different location.

For Early Advanced and Advanced Students

1. Turn the statements into questions.
2. Negate each of the statements.
3. Divide them into "fact" or "opinion" categories.
4. Use them to find related material in the textbook.
5. Graph the frequency of word parts, i.e., how many nouns, verbs, prepositions, etc.
6. Change the verb tense of each statement.