

Lesson Plan #1 (edTPA)

LESSON BACKGROUND

1. New York State ESL Standards:

STD 1: Students will listen, speak, read, and write in English for information and understanding.

2. Common Core Standards:

ELA CCS RI. 9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. CENTRAL FOCUS of Lesson Sequence: Summary Writing for Informational Texts

4. Lesson #1 Topic: Introducing the Vocabulary of the Text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and the video “Haiti & the Dominican Republic: An Island Divided.”

5. Content OBJECTIVES:

I can create a Word Map for key vocabulary words in the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and the video “Haiti & the Dominican Republic: An Island Divided.”

6. Language OBJECTIVES:

I can define and write sample sentences for key vocabulary words in “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and the video “Haiti & the Dominican Republic: An Island Divided.”

7. LANGUAGE FUNCTION

Students will **define** words in context.

8. ADDITIONAL LANGUAGE DEMANDS

8A. KEY Academic VOCABULARY (For entire sequence): genocide (para. 1 of *Parsley Massacre* text); commemoration (para. 3); nurture (para. 4); murder (the Holocaust text); summarize; Transition Words used for summarizing: first, next, then, because, also, finally, in conclusion, etc.

8B. Metalinguistic Competence

Students will practice writing using a graphic organizer to define essential vocabulary words for the text “Remembering To Never Forget: Dominican Republic's 'Parsley Massacre,’” and the video “Haiti & the Dominican Republic: An Island Divided.”

9. LANGUAGE SUPPORTS:

- Building prior knowledge with defining new vocabulary.
- Lesson will be accompanied by visuals.
- Teacher will model writing sample sentences with key vocabulary.
- Teacher will sketch pictures to aid in comprehension.
- Teacher will model Graphic organizers for writing activity.

10. DIVERSE STUDENT NEEDS –

Newcomers: Teacher will use maps and photographs in addition to the reading; Teacher will review key vocabulary and the characteristics of a Summary Paragraph. Teacher will translate as needed; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will pair newcomers with students who have stronger English language skills; Visual aids will be used to aid in comprehension
SIFE students: New vocabulary words with their definitions will be provided at the bottom of the reading for continued reference throughout the lesson; Teacher will use visual aids; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will repeat information and instructions; Teacher will pair SIFE students with students who have stronger language skills.

IEP students: IEP students will be paired with an ELL that has stronger language skills; information will be broken into smaller steps; IEP students will work in groups of students with diverse levels and will be given ample time to talk to develop ideas and new information; Teacher will use visual aids; Teacher will ask questions to assess comprehension. IEP students will work with students who have stronger language skills.

LESSON PROCEDURES

Procedures

1. Teacher distributes Word Map graphic organizers, text, Sentence Starters handout, and Transition Words handout.
2. Teacher displays images that foreshadow next lessons' topics to create a purpose for reading. Teacher asks students to discuss with their partners. Teacher encourages students to use the Sentence Starter handout for discussion:
What is going on in these pictures?
Who do you think they are?
Where do you think this happened?
3. Students share their thoughts aloud with the entire class.
4. Teacher introduces a few vocabulary words with images and audio (**parsley, trill**). Teacher introduces Key Vocabulary and goes over the Transition Words handout. Teacher explains how we will use Word Maps to discover the meaning of these words.
5. Teacher displays the word **Summarize** on the board and asks students to find the word within this word.
6. Students take a minute to discuss what they think.
7. Teacher asks students to share their ideas.
8. Teacher breaks down the word **summarize**, emphasizing the suffix **-ize/-ise**. Teacher demonstrates how to complete the Word Map using the word **Summarize** as an example.
9. Students work in pairs on completing Word Maps for three (3) words (nurture, commemoration, genocide).
10. Students share their sample sentences and other bubbles on their Word Maps with the entire class.
11. Teacher asks students to **orally** summarize what they did and learned in class today using Sentence Starters for discussion and Summarizing, as well as transition words for Summarizing.
12. Teacher writes student responses on Smart Board using structure for summary writing (topic sentence, details, closing sentence).

MATERIALS that I need to have ready:

- Map, photographs, visuals, for building background knowledge
- Graphic organizer for Defining Vocabulary (Word Map), Transition Words handout, Sentence Starters handout.
- Dictionaries, thesaurus

Review/Assessment of Content / Language as Lesson proceeds

=>Teacher observes student use of Sentence Starters and thoughtful discussion.

=>Teacher notes students' meaningful responses.

=>Teacher observes student discussions and ideas. Teacher assists when needed.

=>Teacher observes pairs completing graphic organizers; notes use of key vocabulary words, and excerpts from text. Teacher assists as needed.

=>Teacher notes student use of Transition Words, Sentence Starters.

=>Exit Slip: Teacher asks students to write down one thing they still have a question about; one thing that is still unclear to them.

Formal Assessment: Teacher evaluates completed work sheets using rubric to assess learning objectives.

CONTENT and LANGUAGE OBJECTIVES Rubric:

	0	1	2
WORD MAP	Student fails to complete assignment; assignment is unreadable or does not address the topic	Student partially completes Word Map	Student is able to provide at least one example for every section of Word Map
DEFINITIONS	Student fails to provide a definition for the vocabulary word	Student definition for word is inaccurate	Student provides Dictionary definition or a correct definition of their own
SAMPLE SENTENCES	Student fails to provide a sentence or phrase from the text and does not provide an example of their very own sentence with the vocabulary word	Student sentences use the vocabulary word inaccurately or the student provides only one sentence from the text or only his/her own sentence, not both	Student provides his/her own sample sentences as well as a sample sentence from the text

Lesson Plan #2 (edTPA)

LESSON BACKGROUND

1. New York State ESL Standards:

STD 1: Students will listen, speak, read, and write in English for information and understanding.

2. Common Core Standards:

ELA CCS RI. 9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. CENTRAL FOCUS of Lesson Sequence: Summary Writing for Informational Texts

4. Lesson #2 Topic: Practicing Summarizing the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre.’”

5. Content OBJECTIVES:

I can identify at least three details, in addition to their topic sentence and concluding sentence that explain the Parsley Massacre.

6. Language OBJECTIVES:

I can write a summary of the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre.’”

7. LANGUAGE FUNCTION

Students will **summarize** using at least three text based details from the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre.’”

8. ADDITIONAL LANGUAGE DEMANDS

8A. KEY Academic VOCABULARY (For entire sequence): genocide (para. 1 of *Parsley Massacre* text); commemoration (para. 3); nurture (para. 4); murder (the Holocaust text); summarize; Transition Words used for summarizing: first, next, then, because, also, finally, in conclusion, etc.

8B. Metalinguistic Competence

Students will practice writing notes and gathering main ideas by learning how to use a graphic organizer that will help them write a summary.

9. LANGUAGE SUPPORTS:

- Teacher will read portions of story out loud to certain students with IEPs
- Teacher will provide visuals
- Teacher will model Graphic organizers for writing activity (Event Map, Transition Words handout, Sentence Starters handout, Summary Writing organizer)

10. DIVERSE STUDENT NEEDS –

Newcomers: Teacher will use maps and photographs in addition to the reading; Teacher will review key vocabulary and the characteristics of a Summary Paragraph. Teacher will translate as needed; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will pair newcomers with students who have stronger English language skills; Visual aids will be used to aid in comprehension

SIFE students: New vocabulary words with their definitions will be provided at the bottom of the reading for continued reference throughout the lesson; Teacher will use visual aids; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will repeat information and instructions; Teacher will pair SIFE students with students who have stronger language skills.

IEP students: IEP students will be paired with an ELL that has stronger language skills; information will be broken into smaller steps; IEP students will work in groups of students with diverse levels and will be given ample time to talk to develop ideas and new information; Teacher will use visual aids; Teacher will ask questions to assess comprehension. IEP students will work with students who have stronger language skills.

LESSON PROCEDURES

Procedures

13. Teacher distributes graphic organizers and reading (Event Map, Summary Organizer, text with explained vocabulary words at bottom of article, Sentence Starters and Transition Words handouts).
14. Teacher asks students guiding questions before reading and seeing a video clip:
-What circumstances might make people desperate to move to or work in another country?
-What could be some reasons that cause conflict between groups of people?
15. Teacher uses maps, and returns to pictures students made predictions with in Lesson #1 to reveal the true location of the events in the text.
16. Teacher displays and models how to effectively use the Events Map Graphic Organizer, and the Summary organizer. Teacher encourages students to use the Transition words handout and the Sentence Starters handout.
17. Teacher shows video clip before students Silent Read.
18. Students Silent Read for five minutes.

19. Students work in partners to think-pair-share as they read together or work on their graphic organizers.
20. Students continue to work in pairs to add details to their graphic organizers.

21. Teacher asks students to share their summaries with the class.
22. Teacher asks students to go back to guiding questions.
23. Students share their opinions and ideas with the entire class.

MATERIALS that I need to have ready:

- Map, photographs, visuals, video for building background knowledge
- Graphic organizer for Event Mapping and Summary Graphic Organizer; Transition Words handout, Sentence Starters handout

Review/Assessment of Content / Language as Lesson proceeds

=>Teacher assists as needed. Asks questions to assess comprehension.
=>Teacher listens to pairs sharing. Assists as needed.
=>Teacher observes students completing graphic organizers, their use of Sentence Starters, Transition Words and Key Vocabulary.
=>Teacher notes students' responses to assess comprehension, details, the use of transition words, and presence of topic and concluding sentences..

=>Exit Slip: Teacher asks the students to write down their opinion about what they watched and read today.

Formal Assessment: Teacher evaluates completed work sheets using rubric to assess learning objectives.

Rubric for Assessing Language Objectives (modified from the following website:
<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=main%20idea%20graphic%20organizer%20rubric>):

Main Idea and Supporting Details Graphic Organizer Rubric

Attribute	Level 4	Level 3	Level 2	Level 1
Heading/Following Directions	Paper has student's name and date written at the top. A main idea and supporting detail is identified and placed in each box on the graphic organizer.	Paper has either student's name or date written at the top. A main idea and supporting detail is identified and placed in all but two of the boxes on the graphic organizer.	Paper has either student's name or date written at the top. A main idea and supporting detail is identified and placed in two of the six boxes on the graphic organizer.	Paper has neither student's name nor date at the top. Main ideas and supporting details are not identified or placed within the boxes on the graphic organizer, or are not placed on it at all.
Accuracy	Each main idea is identified and accompanied by the correct supporting detail.	Four of the six main ideas on the graphic organizer are correctly identified and paired with the correct supporting detail.	Two of the six main ideas are correctly identified and paired with a supporting detail.	One or none of the main ideas are correctly identified and paired with a supporting detail.
Sequence	Student properly identifies the main idea and details of the story beginning with what happened first, and moving on from there, in a sequential order.	Student correctly sequentially identifies and orders four of the six main ideas and details.	Student correctly identifies and orders two of the six main ideas and details.	Student does not identify or put any of the main ideas or details in their proper order on the graphic organizer.

Lesson Plan #3 (edTPA)

LESSON BACKGROUND

1. New York State ESL Standards:

STD 1: Students will listen, speak, read, and write in English for information and understanding.

2. Common Core Standards:

ELA CCS RI. 9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. CENTRAL FOCUS of Lesson Sequence: Summary Writing for Informational Texts

4. Lesson #3 Topic: Writing a Summary for the Text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and the video “Haiti & the Dominican Republic: An Island Divided.”

5. Content OBJECTIVES:

I can identify key details in “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and “Haiti & the Dominican Republic: An Island Divided.”

6. Language OBJECTIVES:

I can write a short paragraph summary of “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and “Haiti & the Dominican Republic: An Island Divided.”

7. LANGUAGE FUNCTION

Students will **summarize** key details in the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and “Haiti & the Dominican Republic: An Island Divided” in one paragraph.

8. ADDITIONAL LANGUAGE DEMANDS

8A. KEY Academic VOCABULARY (For entire sequence): genocide (para. 1 of *Parsley Massacre* text); commemoration (para. 3); nurture (para. 4); murder (the Holocaust text); summarize; Transition Words used for summarizing: first, next, then, because, also, finally, in conclusion, etc.

8B. Metalinguistic Competence

Students will learn to use a graphic organizer to organize details for a summary of “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,’” and “Haiti & the Dominican Republic: An Island Divided.”

9. LANGUAGE SUPPORTS:

- Activation of prior knowledge and background knowledge from previous lessons.
- Teacher and students will review what was learned from previous lessons.
- Teacher will model expectations for the graphic organizers for writing activity.

10. DIVERSE STUDENT NEEDS –

Newcomers: Teacher will use maps and photographs in addition to the reading; Teacher will review key vocabulary and the characteristics of a Summary Paragraph. Teacher will translate as needed; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will pair newcomers with students who have stronger English language skills; Visual aids will be used to aid in comprehension

SIFE students: New vocabulary words with their definitions will be provided at the bottom of the reading for continued reference throughout the lesson; Teacher will use visual aids; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will repeat information and instructions; Teacher will pair SIFE students with students who have stronger language skills.

IEP students: IEP students will be paired with an ELL that has stronger language skills; information will be broken into smaller steps; IEP students will work in groups of students with diverse levels and will be given ample time to talk to develop ideas and new information; Teacher will use visual aids; Teacher will ask questions to assess comprehension. IEP students will work with students who have stronger language skills.

LESSON PROCEDURES

Procedures

24. Teacher distributes Paragraph Summary graphic organizers, Event Map organizers for video, Spanish English dictionaries, reading, Sentence Starters and Transition Words handout, and Paragraph Summary checklist.
25. Teacher recaps vocabulary/Transition words from previous lesson by displaying a summary paragraph of the reading and video. Teacher asks: ***Does anything about this summary look familiar? Are there any words that we used yesterday?***
26. Teacher allows students to share their responses.
27. Teacher explains how the Event Map will be used and how Students will write a summary paragraph using a checklist that requires **details** from the text and the video, **transition words**, **key vocabulary**, a **topic sentence** and a **concluding sentence**.
28. Teacher encourages Students to use the Sentence Starters and Transition Words handout.
29. Teacher asks students guiding questions before reading and seeing a video clip:
-Depending on the country, what are the attitudes people have about skin color? What is it like in the United States, the Dominican Republic, or Haiti?
-Do these attitudes bring people together or do they cause conflict?
-Have you ever had an experience with discrimination?
30. Teacher plays video. 1st time: Students watch; 2nd time: Class as a whole completes Event Map together. Students come up to plug in information on the Smart Board.

31. Students use the class Event Map for the video, and their event maps and summary graphic organizers from the previous lesson to complete their summary paragraph using the Summary Paragraph organizer.

32. Students share their summaries with the class.
33. Teacher asks students to go back to guiding questions.
34. Students share their opinions and ideas with the entire class.

MATERIALS that I need to have ready:

- Paragraph Summary graphic organizers, Event Map organizer displayed on Smart Board
- Video and reading
- Spanish English dictionaries, Sentence Starters and Transition Words handout, and Paragraph Summary checklist.

Review/Assessment of Content / Language as Lesson proceeds

=>Teacher notes student responses for transition words. Teacher clarifies content.

=>Teacher listens for thoughtful responses. Notes student participation.
=>Teacher observes Students filling in graphic organizers; Teacher notes student use of specific details.
=> Teacher assists as needed with summary writing or clarification of instructions and concepts.
=>Teacher notes completion of Summary Paragraph requirements (refer to checklist)
=>Teacher checks for details, transition words, clear topic and concluding sentences.
=>Teacher notes Students responses to guiding questions. Teacher encourages explanation.

Formal Assessment: Teacher evaluates completed work sheets using rubric to assess learning objectives.

Rubric for Assessing Language Objectives (modified from the following website:

<https://store.gistplan.com/products/23>):

	3 STANDARD	2 APPRENTICE	1 NOVICE	0
ORGANIZATION	Organizes with a specific beginning, middle, and end	Organizes without a specific beginning, middle, and end	Lacks basic organization	Fails to complete assignment; assignment is unreadable or does not address the topic
DETAILS	Supports the main ideas with details and examples	Supports the main ideas with limited, if any, details and/or examples	Fails to support ideas with details and/or examples	

Lesson Plan #4 (edTPA)

LESSON BACKGROUND

1. New York State ESL Standards:

STD 1: Students will listen, speak, read, and write in English for information and understanding.

2. Common Core Standards:

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. CENTRAL FOCUS of Lesson Sequence: Summary Writing for Informational Texts

4. Lesson #2 Topic: Summarizing the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre’” and the text on the Holocaust.

5. Content OBJECTIVES:

We can analyze, compare and summarize the reading on the Parsley Massacre and the Holocaust using transition words to connect our ideas.

6. Language OBJECTIVES:

We can write a five sentence summary of the text on the Parsley Massacre and the text on the Holocaust.

7. LANGUAGE FUNCTION

Students will **summarize** using at least three text based details from the text “Remembering to Never Forget: Dominican Republic's 'Parsley Massacre’” and the text on the Holocaust.

8. ADDITIONAL LANGUAGE DEMANDS

8A. KEY Academic VOCABULARY (For entire sequence): genocide (para. 1 of *Parsley Massacre* text); commemoration (para. 3); nurture (para. 4); murder (the Holocaust text); summarize; Transition Words used for summarizing: first, next, then, because, also, finally, in conclusion, etc.

8B. Metalinguistic Competence

Students will practice writing notes and gathering main ideas by using a Venn diagram.

9. LANGUAGE SUPPORTS:

- Teacher and Students will read text out loud
- Teacher and Students will read directions for activities out loud
- Teacher will provide visuals
- Teacher will review Summary Paragraph structure
- Key vocabulary words and definitions accompany text on the Holocaust
- Students will work in small groups

10. DIVERSE STUDENT NEEDS –

Newcomers: Teacher will use maps and photographs in addition to the reading; Teacher will review key vocabulary and the characteristics of a Summary Paragraph. Teacher will translate as needed; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will pair newcomers with students who have stronger English language skills; Visual aids will be used to aid in comprehension

SIFE students: New vocabulary words with their definitions will be provided at the bottom of the reading for continued reference throughout the lesson; Teacher will use visual aids; Teacher will pause during the reading, ask questions to assess comprehension before continuing reading, and will review new information; Teacher will repeat information and instructions; Teacher will pair SIFE students with students who have stronger language skills.

IEP students: IEP students will be paired with an ELL that has stronger language skills; information will be broken into smaller steps; IEP students will work in groups of students with diverse levels and will be given ample time to talk to develop ideas and new information; Teacher will use visual aids; Teacher will ask questions to assess comprehension. IEP students will work with students who have stronger language skills.

LESSON PROCEDURES

Procedures

35. Teacher distributes handout for Think-Pair-Share (open-ended questions) and the reading on the Holocaust.
36. Teacher explains the sequence of events for the lesson using Power Point slides: Think-Pair-Share, reading on the Holocaust, Maps, class comparison of The Parsley Massacre and The Holocaust using the Venn diagram, and the five (5) sentence summary using transition words and sentence starters.
37. Students read directions on handout out loud. Teacher clarifies any questions about instructions. Teacher displays sentence starters from the projector onto the Smart Board.
38. In groups, Students discuss open-ended questions on handout and support their claims with evidence from the text, or from their own personal experience (Think-Pair-Share)
39. Students share their claims and their evidence that led them to their conclusions with the entire class.
40. Teacher and Students read the article on the Holocaust aloud.
41. Students will come up to the Smart Board and complete the Venn diagram with the similarities and differences between The Parsley Massacre and The Holocaust.
42. Teacher explains the structure of a five sentence paragraph and how the students will use sentence starters and transition words to connect ideas.
43. Students work in groups on their summaries.
44. Students share their summaries with the class.

MATERIALS that I need to have ready:

- Power Point slides
- Map, photographs, visuals for building background knowledge
- Venn diagram, Transition Words and Sentence Starters handout
- Graphic organizer for responses to Open-Ended Questions

Review/Assessment of Content / Language as Lesson proceeds

=>Teacher listens to pair-sharing. Encourages students with questions to promote critical thinking. Assists when needed.
=> Teacher notes student participation and thoughtful responses.
=> Teacher pauses and asks questions throughout reading to check for comprehension. Teacher reviews information after reading.
=>Teacher observes students completing Venn diagram. Teacher assesses use of details with key vocabulary.

=> Teacher observes student use of Sentence Starters, Transition Words and Key Vocabulary.
=>Teacher notes students' comprehension of the texts, connections, comparisons, characteristics of a summary paragraph and transition words.

=>Exit Slip: Teacher asks the students to write down their opinion about what they read and discussed today.

Formal Assessment: Teacher evaluates completed work sheets using rubric to assess learning objectives.

Language Objectives and Content Objectives Rubric

Indicator	4	3	2	1
Paragraph Structure (Topic Sentence, three (3) internal sentences, Concluding Sentence; five (5) sentences total)	The student has a five sentence paragraph structure with an introductory sentence and a closing sentence. The student has written more than five sentences or has written more than one paragraph.	The student has a five sentence summary paragraph with an introductory sentence and a concluding sentence.	The student has less than five sentences for the summary paragraph and has no clear introductory sentence and/or a concluding sentence.	The student did not complete the task, or has no structure. The student may only have notes, but no complete sentences.
Transition Words (must use AT LEAST three (3) transition words)	The student has used more than three transition words correctly.	The student has used three transition words correctly.	The student has used less than three transition words and/or has used the transition words incorrectly.	The student has not used any transition words.
Details/ Evidence from texts or personal experience	The student has more than three details for the summary paragraph. The student has supported their claims for the open-ended questions with thorough detail and explanation from texts or from personal experience.	The student has a summary paragraph with three internal sentences with details. The student has supported their claims for the open-ended questions with details from the text and/or from personal experiences.	The student has less than three details in their internal sentences for the summary paragraph, and the student vaguely references the texts or personal experiences to support his/her claims for the open-ended questions.	The student has not referenced any details from any of the reading nor from personal experience for the open-ended questions.
Analysis and Comparison of Texts	The student thoroughly comprehends the texts and has made connections/ comparisons between the texts and to information not presented in the lesson. The student's writing shows more than just the ability to retell information and make basic connections.	The student shows satisfactory comprehension of the texts and has made satisfactory connections and comparisons of the texts and/ or to personal experiences.	The student is able to reveal very limited information from the text, writing shows misinterpretation of the texts, or the student only comments on one of the readings. The student struggles to support claims with evidence from reading or from personal experience.	The student has not made any comparison or has not made any connection between the readings or has not been able to reveal any information from the texts.