Lesson Plan

Teacher Candidate: **Caprice Schupp** **Date Lesson Taught:** **N/A**
Name of Mentor: **N/A**
Lesson Title: **Grammar Lesson on Comparative Language related to science heat energy transfer**
Time Segment of Lesson: **50 minutes, planned for Distance Learning, via Zoom**
Grade Level and Course: **Grade 6, Learning Support students, small group class.**

P.G.B. and A.Y. are both L2 in English. They have been speaking English and learning in English for 4 plus years. AY just arrived this year at our school from Dubai, his home language or L1 is Turkish. PGB has been in our school for around four years, and his home language or L1 is Spanish. Both are in Learning Support for assistance with social and academic. They do not receive English language acquisition classes, however their grammar understanding and knowledge is not at level with peers in grade 6. This could be a combination reason for having English as an L2 and for other learning disabilities or difficulties. PGB has a learning plan and received modifying assessments, as well as many accommodations - to include access to a Learning Coach (learning support assistant). He needs extra time to work, guidance and prompts as he works independently, graphic organizers, shorter length activities, and a certain type of learning environment for formal assessments, in a separate, quiet room. AY is not on a learning plan yet, but he has been tested from a professional psychologist at his prior location. Tests results show the need for learning support in various areas. He has been receiving learning support assistance since he arrived at our school, while we were on Distance Learning, in January. AY has trouble describing attributes about things, in social and academic settings. This lesson could help him solidify the concept of comparing attributes and applying it in class.

See Google Slides for lesson presentation: Grammar Lesson Comparative Language

Standard(s) Addressed in Lesson

Next Generation Science Standards:

MS-PS3-4.	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.** [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [*Assessment Boundary:*

Assessment does not include calculating the total amount of thermal energy transferred.]

MS-PS3-5. **Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.** [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [*Assessment Boundary: Assessment does not include calculations of energy.*]

ESL Goals and Standards (Short, 2000)

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Core Standards English Language Arts (Common Core State Standards Initiative, n.d.)

CCSS.ELA-LITERACY.L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS.ELA-LITERACY.L.3.1.G
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-LITERACY.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Objective(s) of the Lesson: Students will be able to ...

Students will be able to use comparative word forms in common language and in scientific applications. Students will be able to express in spoken words what they understand about data tables.

Vocabulary (and other literacy skills):

Compare - look at two things and talk about similarities and differences
Reflect - bounce off of (ball bounces off the ground)
Absorb - take in (sponge absorbs water)
Heat - warmth
Temperature - a measurement of how hot or cold an object is
Energy transfer - movement of power/heat to another object
Thermal - having to do with heat
Degrees - Celsius or Fahrenheit measurement unit for temperature
Degrees of an angle - the measure of two angles, 180 degree for straight, 90 for perpendicular (or T-intersection), etc
Substance - a general term for object or material
Materials - what something is made of

Student Diversity and Differentiation of Instruction

Student Diversity	Differentiation of Instruction
PGB	● Sentence frame, both verbally and written on the slides or Zoom chat. ● Wait time, upto 20 seconds after asking questions. ● Does not need L1 translation, but may need extra clarification for general terms in academics. Go over the list of vocabulary briefly at the beginning. Check in when he seems confused about a word. ● Allow for brain break if looks overwhelmed ● Prompts to stay on task and repeated the instructions, slowly
AY	● Wait time upto 20 seconds after asking questions ● reminders to self-advocate if having problems ● remind to be a creative solution finder

Formative and Summative Assessments

Formative Assessment	Summative Assessment
Comparatives quiz - 20 multiple choice questions, taken as a group together	
Compare things at home - find objects around the house and share verbally	

Compare simulation materials temperature - write in notebook the comparison.	

● If there is no summative assessment in this lesson, what/when will the summative assessment be/take place

Summative assessment would be in Science class, during an end of unit assessment. Students have to compare insulator and conductor materials and decide which substances make the best type of insulator and conductor.

Big Ideas to be Addressed in the Lesson:

Comparative language - how to use words that show comparing
Scientific concept - how to talk about and analyze comparisons from data

Discussion Questions

See Google slides for discussion and provocation questions

21st Century Knowledge and Skills

21st Century Knowledge and Skills	Teaching Strategies
Information	Understanding facts and figures, by looking at number and decided which ones are lower
Communication	talk out loud, I can type as they speak, allowing them to focus on one aspect of forming thoughts

Teaching Strategies and Related Student Activities (Include Web 2.0 activities as appropriate):

Teaching Strategies and Activities: See Google Slides for Lesson sequencing

1. (5-10 min) Warm up and bonding activities, 20 questions. **We do**.
2. (5 min) Ask students discussion questions below, and give wait time to allow them to process and think of answers. **I do**
    - **a.** What does comparison mean?
    - **b.** When would you compare things?
    - **c.** How do you talk about comparison?
    - **d.** How do you know when someone is talking about comparing things?
    - e. Students share answers, can choose the chat function or talk out loud. **You do**

3. (3 min) Watch video as a provocation. Here I've chosen a video that represents many cultural backgrounds, and will stimulate students to identify action and describing words. **We do**
4. (3 min) Ask students what words they came up with for verbs and adjectives
    a. First show example of mine. **I do**
    b. Students share their words, even just one of each action and description. **You do**
5. (10 min) Share the website, How to Make Comparisons, and
    a. go through the rules of comparative language on the website together. **We do**
    b. Practice drawing comparisons on whiteboards at home (they have these taken home for distance learning). **We do**
    c. Turn the chat function to only send chat to me, the host. Take quiz as a group, give answer in chat first, then answer together. **We do**
6. (6 min) Have students find things around house to make comparisons about. **You do**
7. (5 min) Introduce the idea of using this skill in school, namely science. **I do**
    a. Share words that will be useful and ask for their ideas about comparative words. **We do**
    b. Review the simulation website and the worksheet completed by one of the students last week. **I do**
8. (5 min) Create comparison sentences about the Gizmo simulation worksheet.
    a. Give an example first. **I do**
    b. Instruct students to write in their notebooks for comparison sentences. **You do**
9. (3 min) Connect the skill, ask where they could also use this, share ideas as a group. **We do**

Teacher/Student Input: See above for I do, We do, You do.

Review: Write down ideas on how you will review the topic, including notes on types of formative assessments that you will use during the lesson.
Review the vocabulary. Point out that comparisons are linked to adjectives which describe.

Materials and Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Explore Learning	students have their username and password on their laptops
YouTube: I can do better video	Insert into Google slides lesson plan
English grammar website and quiz	review website before class to make sure everything is working

Use this space to write a paragraph or two discussion how the lesson went. Be honest -- you can use this information in your reflections for Module 8.

Reflection and Peer Feedback section:

Reflection

After reading many papers about Communicative Language Teaching, I felt this method was most appropriate and fitting to my teaching style and philosophy. The goal would be to use the knowledge, and the grammar is there to help us better communicate ideas and understandings. I would rather raise awareness about grammar to influence decisions and understandings in conversations and reading/writing, this is known as the Shallow End (inductive) of Communicative Language Teaching (Azlan, 2015). It was through reading about Micheal Long and Peter Robinson's definitions of focus on form that I really connected the CLT method with my own beliefs and experiences. "*Focus on form often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more students – triggered by perceived problems with comprehension or production," (Yu, 2013).* I give some deductive reasoning instruction by showing them the rules after brainstorming. I use the CLT method with the new definition of focus on form by incorporating major elements of the science lesson from last week.

References

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