

CRISSSM Unit/Lesson Plan

Subject: ESL III Reading

Date: 10/13/09 – 10/15/09

Period(s): 6 & 7

Topic: Role Models/Summarizing

Pages: CRISS 108-114

Materials needed: Notebook paper, computer and LCD projector, highlighters, copies of article and graphic organizer, overhead projector

Content Standards

1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.

Purpose Setting

Understandings: Students will...

Students will be able to practice before, during, and after reading strategies.

Students will be able to summarize a nonfiction text.

Essential questions that guide and focus teaching and learning:

What is a role model?

How do you find main ideas and summarize information?

Assessment

Performance Tasks:

ABC Brainstorming (p. 57)

Think-Pair-Share (p. 56)

Selective Highlighting (p. 42)

One-Sentence Summaries (p. 111)

Other (quizzes, tests, work samples):

Students will be researching a famous role model of their choice as a future assessment. For this research project, they will use a graphic organizer to gather information, transfer the information into a visual, write a summary statement, and present it to the class.

Instructional Strategies

Anticipation Guide

Chapter Survey

Character Mapping

Concept Mapping

Concept of Definition

Conclusion-Support Notes

Content Frames

Contrast and Compare Guide

K-W-L

Learning Logs

One-Sentence Summary

Pattern Puzzles

Picture Mapping

Power Notes

Problem-Solution Notes

QARs

RAFT

Read-and-Say-Something

Reciprocal Teaching

Selective Underlining

Semantic Feature Analysis

Sequence Mapping

Spool Paper

Sticky Noted Discussion

Story Plans

Think-Pair-Share

Two-Column Notes

Venn Diagram

Vocabulary Map

Word Elaboration

Writing Template

Four Instructional Steps

Introduction

Modeling

Guided Practice

Independent Application

Key Elements of Learning

background knowledge (BK)

defining purpose (DP)

understanding the author's craft (AC)

active involvement (AI)

discussion (D)

writing (W)

transforming,organizing information(T)

metacognition (M)

CRISSSM Unit/Lesson Plan (continued)

Instructional Activities:

- Preparing for Understanding
 1. ABC Brainstorming/Think-Pair-Share: On a sheet of notebook paper, students will write the alphabet. On the board, the teacher will write "Role Model." Students will have approximately 5 minutes to think of as many characteristics of a role model as possible. Then, they will compare their lists with a partner and add any other ideas. Share as a class. (Background Knowledge and Discussion)
 2. Video clip of Team Hoyt from YouTube. After the video, students will write one emotion they felt while watching the video and explain why. Share as a class and review main points of the video. (Background Knowledge, Writing, and Discussion)

- Integrating Strategies for Understanding
 1. PIF (Preview It First): Teacher will pass out an article about Rick and Dick Hoyt and students will preview it by reading the title and subtitles, looking at the picture and reading the caption, etc. (Understanding the Author's Craft)
 2. Selective Highlighting: Teacher will read the article aloud, paragraph by paragraph, and model how to selectively highlight the text. For the first few paragraphs, students will highlight what the teacher highlights. Then, the teacher will turn off the overhead and continue to read aloud. Teacher and students will selectively highlight and compare what they highlighted. Repeat this process with more paragraphs. Towards the end of the article, teacher will read while students highlight and students will share what they chose to highlight. (Transforming Organizing Information)

- Checking for Understanding
 1. Using a graphic organizer, students will summarize the problem in the article by answering the 5 W's. Next, students will brainstorm possible solutions and outcomes to the problem that they read about in the text. This can be done as a class, with partners, or independently. (Transforming Organizing Information)
 2. One Sentence Summary: Discuss summarization (only main points, leave out details, etc.) Using the problem/solution sentence frame, students will independently summarize the article at the bottom of the graphic organizer. Share as a class. (Transforming Organizing Information and Writing)