**ESOL CRST Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson Title** | **What’s in the Bag? + 5 Dimensions of Culture- Products** | | | **Class Level /NRS Range** | **Level 4, Low - intermediate** |
| **Unit Title** | **5 Dimensions of Culture** | | | **Teacher Name** | **Saralé Lizdas** |
| **Lesson #** | **2** | **Number of Lessons in Unit** | **5** | **Length of Lesson** | **2 hrs** |

|  |  |  |
| --- | --- | --- |
| **LESSON OBJECTIVES** | | **Evidence of Learning** |
| **CONTENT** | **LANGUAGE** |  |
| *By the end of this lesson, students will be able to:*   * tell a personal story about a cultural object/ product using the Five Dimensions of Culture framework * make a writing plan based on the answers to questions about their object * organize their writing into a paragraph. * use digital tools (WhatsApp and Google Docs) to communicate/share information and collaborate on writing * self-assess their progress to meet the lesson’s objectives using a rubric | *By the end of this lesson, students will be able to:*   * ask and answer yes/no questions to guess what is in their classmate’s and their bag. * use connecting words *and, but, or, so, and because* to write longer sentences . * describe an object in terms of its cultural dimensions (object, practices, persons, communities, perspectives) | *Students will show their learning (of the objectives) by:*   * *asking Y/N questions to play the game What’s in the Bag? in small groups.* * *followingthe cultural framework as a guide to tell a personal story about their object in the bag.* * *answering questions about their object to make a writing plan* * *taking a picture of the plan and posting it on the WhatsApp group.* * *writing a paragraph about their object and posting it to the WhatsApp group.* * *Ss will be invited to read their paragraph to the class at the end if they would like to.* * *using 3-5 connecting words in their paragraph.* * *referring to the rubric during the breakout sessions and at the end of the lesson* |
| **LEARNING TARGET STATEMENTS[[1]](#footnote-1)**  *(Written in student-friendly language, these statements help learners reflect on what they are able to do as a result of the lesson e.g., I can explain…, I can give examples of…. Before I could…, now I can…)* | |
| I can…  …ask yes/no questions to guess what’s in my classmates’ bag.  …tell a personal story about a cultural object  … answer questions about my object to make a writing plan.  …organize my writing into a paragraph.  … use connecting words and, but, or, so, and because to make my sentences longer.  …assess how well I’ve met the lesson’s objectives | |
| **MA ELP STANDARDS AND BENCHMARKS THAT ALIGN WITH LESSON OBJECTIVES**  (*Use both the notation and shortened wording of the benchmark*) | |
| *L/S1A.4b. Carry out speaking tasks that require presentation of information, explanation, or persuasion in somewhat familiar contexts.*  *L/S1D.4c. Ask and answer questions about information presented, offering some appropriate elaboration and detail.*  *W2A.4c. Link ideas within a paragraph and within categories of information using words and phrases (e.g., another, for example, also, because)*  *W2B.4a. Write informative/explanatory texts that examine a topic and convey ideas and information clearly.*  *W4A.4b. Use a variety of devices to formulate ideas about a topic or consider new information and ideas, including graphic organizers (e.g., flow chart, Venn diagram), journals, freewriting, or outline*  *W4C.4c. Use tools and strategies such as guiding questions, revision checklists or outlines, or shared documents and comment features to support revision*  *L/S5.4b. Use media to collaborate with others (e.g., virtual meetings, messages to project team, image sharing).* | |
| **TARGET VOCABULARY AND GRAMMAR** | |  |
| *Is it …adjective?*  *Can you V1…?*  *Do you V1…?*  *It is important to me because …*  *I believe/ think that ….*  *Connecting words* and, but, or, so, and because | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING PLAN** | | | | | |
| * *Incorporate the “I do,” “We do,” “You do” model. Check for understanding at regular intervals.* * *Use rigorous, culturally relevant texts and tasks to contextualize instruction.* * *Incorporate a variety of interactive activities that foster student engagement.* * *Support learners in making connections to their lives.* | | * *Involve students in using technology to find, evaluate, consume, create, organize, communicate, and share digital content.* * *Include choice and flexibility where appropriate to meet diverse needs.* * *Provide supports as needed for students with low literacy or learning differences.* | | | |
| **Part of the Lesson** | **What Teacher and Students Are Doing** | | **Differentiation** | **Materials**  *Include* ***digital resources*** | **Time** |
| **WARM UP/ INTRODUCTION**   * *Review unit goal/culminating project.* * *Review key learnings from previous lesson(s)/Activate prior knowledge.* * *Introduce the learning target statements.* | *Greetings & small talk*  *Introduce the lesson / Recap previous lesson* | | *Ss can participate with screens on/off and can adapt the movements for their own needs.* |  |  |
| **BODY OF THE LESSON**  **Explanation and modeling**   * *Explain and model the target language, or skill* * *Provide clear directions for accomplishing the task* * *Check for understanding of directions* * *Provide direct instruction as needed* * *Consider opportunities for learners to access and discover the new content independently (i.e., deductively vs. inductively).*     **Guided Practice**   * *Provide opportunities, guidance, and support for learners to practice new language.* * *Engage learners in inquiring, exploring, and problem-solving.* * *Include multiple kinds of interactions (e.g., whole group, small group, pairs).* * *Pose questions that require critical thinking and evidence from text.* * *Use technology appropriate to the task.* * *Include periodic formative assessments and feedback and the option to review and adjust before continuing the lesson.*   **Application/Extended practice**   * *Provide opportunities for learners to use new language and content knowledge in authentic communicative activities.* * *Provide opportunities for students to demonstrate learning* | *T models the game What’s in the Bag, shows Ss her bag & invites them to ask Y/N ?s to guess what’s inside.*  *Check for understanding- y/n vs. wh- questions*  *T writes the y/n questions in Zoom chat, pointing out the different forms of y/n questionss*  *T tells a story about her object using the cultural framework (Ss are already familiar with this framework).*  *Ss find an object in their house, practice What’s in the Bag? in small groups in BO rooms. T visits Ss in BO rooms to observe and answer questions if needed. Listens and takes notes.*  *Whole class, Ss are invited to share briefly- What did you learn about your classmates? Ss take a picture of their product and post it to class WhatsApp group.*  *PART 2: Writing*  *T shows the 5 D of Culture framework & briefly reviews each one. T models how Ss will answer the questions about their product to create a writing plan. Model and ask for Ss to critically examine their cultural perspectives represented by their objects.*  *T models using the ideas in the writing plan along with connector words to write a paragraph to tell the story of the cultural product.*  *Ss work in BO rooms (in same or varied language groups) to write & discuss their objects through this cultural lens, answering the guiding questions.*  *Ss write a paragraph using connecting words.*  *Submits handwritten writing to teacher via WhatsApp.*  *T visits BO rooms to check for understanding & engagement.*  *Whole class, T asks for Ss volunteer to share his/her writing.*  *T shows the rubric, Ss will revise their work using the rubric as a guide.* | | *Ss can form their own questions, or use the models in the chat.*  *Ss can tell an elaborate story or a simple.*  *Sharing is optional, Ss can also ask questions.*  *T provides sentence starters & questions to help tease out the perspectives, Ss are encouraged to share**more details and use the connectors to make longer sentences.*  *Ss can work in breakout rooms with classmates of same first language (L1) to support each other in their L1 if needed to unpack the perspectives or find the vocabulary they need for writing***.** | [PRODUCTS Writing Template](https://docs.google.com/document/d/19RKNCQWinULHKT_c56FeYLIj5uWCUhmMFsX2RdoiMOg/edit)  **Rubric is in the above attachment.** |  |
| **WRAP-UP /STUDENT REFLECTION**   * *Revisit the lesson’s objectives/learning target statements* * *Lead students in reflecting on what they learned, how they might use what they learned in their lives, challenges, questions, etc.* * *Preview the next lesson.* * *Consider assigning an extension activity for homework.* | *T shares screen to show each participant’s picture of the cultural product on the WhatsApp group, while the Ss say what it is. For ex. a photo album, a coffee pot, etc.*  *What did we do today that helped you learn English?*  *Why is it helpful/important to talk about culture?*  *What do you want to remember from today’s class?*  *Homework- use the rubric to revise your writing.*  *Explain why it is important to reflect on culture and how we will continue this exploration in future classes.* | | *Ss can reflect on any part of the lesson.* |  |  |

|  |  |
| --- | --- |
| **TEACHER REFLECTION**   * *What went well, what would I do differently next time?* * *What students do I need to engage with more?* | Ss were very engaged and curious playing the what’s in the bag game and telling stories about their objects.    I could/should have asked the students to recap the previous lesson.  I could/should have shared the learning objectives, not just the sequence of activities in the lesson.  I could also have them type their questions into the chat instead of just me doing the typing.  The dimension of Perspectives is more difficult for them to explain. I could use more guiding questions to maybe help tease that out, or even create a separate lesson to unpack and give examples of cultural perspectives. In BO rooms when I asked questions, Ss were more able to explain the perspective. I need to build in that scaffolding better next time.  Rubric- I could separate the rubric for the game and the writing activity. |

1. Adapted from Teaching Skills That Matter toolkit [↑](#footnote-ref-1)