**Video segment times:**  
Agenda: 0:00   
Video Hook: 1:30   
Quick Write: 6:40   
LeBron Videos: 12:30   
Translation Instruction: 20:30   
Collaborative work time: 24:30   
Share out: 34:30   
Exit Ticket: 41:0

Focus Question: How can we foster academic discussions and learning that will more readily transfer to academic reading and writing and lead scholars to higher levels of critical thinking?

**Academic Language Lesson Plan**

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| **Grade Level**  **10** | | **Subject:**  **Academic Language: Translations** | **Date:**  **Nov. 1, 2018** |
| **Materials/Texts:**  Student sentence examples; College skills PowerPoint slides 115-123 <https://docs.google.com/presentation/d/16nIBA6vrINf7Fqu3fc5acJ6Ps0UBbZ0FsDrdIBJsYSU/edit?usp=sharing> (includes video links), notecards/paper for exit ticket, expo markers for students to complete translations | | | |
| **Lesson Component** | **What will you do? / What will students do?** | | |
| **Texas Essential Knowledge and Skills (C.1)**   * What TEKS(s) does this lesson address? * How do you know the students need this lesson? * Unpack the standard(s) by identifying knowledge and skill(s) | 13.C: revise drafts to improve style, word choice, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed  13.D: edit drafts for grammar, mechanics, and spelling  18.A: use conventions of capitalization  18.B: use correct punctuation marks  Student writing has been too informal for the purposes of the class (student writing samples will be used as examples to demonstrate purpose). Students will develop their understanding of code switching and the importance of translating language for more formal uses. | | |
| **English Language Proficiency Standards (C.1)**  *To be used for English Language Learners*   * What ELPS(s) does this lesson address? * How do you know the students need this lesson? * Unpack the proficiency standard by identifying the knowledge and skill(s) | C.1.B: monitor oral and written language production and employ self-corrective techniques or other resources  C.1.E: internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment  C.1.G: demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations  Student writing has been too informal for the purposes of the class (student writing samples will be used as examples to demonstrate purpose). Students will develop their understanding of code switching and the importance of translating language for more formal uses. | | |
| **Lesson Objective (C.1, A.3)**   * Objectives must be * specific-(clearly defined learning) * measureable-(assess student achievement) * aligned (with the TEKS) * rigorous (written with verbs for expectations of high rigor) * posted shared aloud with students | SWBAT identify the differences between informal and formal situations and how that translates into writing contexts. Students will begin to translate informal sentences into formal language using basic grammar knowledge and other formal language rules. Students will begin to identify any rules that they use in the translation process. | | |
| **Assessment (B.1, B.2,C.1, C.2)**   * How will students demonstrate their mastery of the objective? * What evidence will you collect to assess understanding? * Are assessments differentiated for diverse learners? * How will the data inform tomorrow’s lesson? | Students will demonstrate their learning in pairs as they translate sentences on the board. Students will then demonstrate individual proficiency through one final translation completed as an exit ticket.  Based on performance, instructor may decide whether to review the material and with which students. Instructor may also be able to identify particular grammar or style rules that students may be struggling with. | | |
| **Connect and Engage (A.2, B.1, C.1)**   * How will you gather background knowledge and make connections to previous learning? * How will you hook the students? | Students will be hooked with a video about code switching (Ted Talk).  <https://youtu.be/k9fmJ5xQ_mc>  Students will be reminded of a prior lesson on code switching in which students watched a Key and Peele comedy sketch.  <https://www.youtube.com/watch?v=nopWOC4SRm4>  Students will finally watch two videos of LeBron james, one at a Drake/Travis Scott concert, the other in an interview with CNN. Students will have the opportunity to compare LeBron’s self-presentation in these two settings.  <https://sneakernews.com/2018/10/14/lebron-james-drake-travis-scott-sicko-mode/>  <https://www.youtube.com/watch?v=4ZLGy8VkWM4> | | |
| **Teacher Modeling (A.1, A.2, B.1, B.2, C.1, C.3, D.1, D.2, D.3)**   * A brief teacher directed lesson aligned to the objective. * Model thinking using think-alouds. * Engage students using turn and talk or other student response checks to monitor understanding. * Utilize organizational tools (anchor charts, process charts, graphic organizers) when appropriate. | Instructor will facilitate a group discussion regarding LeBron’s self-presentation in these two settings. Teacher will then relate this back to the importance of presentation in writing. Teacher will explain that the goal of the lesson is to differentiate between informal and formal language as well as to translate between the two styles. Teacher will think aloud as he/she explains the translation process.  Teacher will demonstrate two translations on the board. Teacher will then discuss the rule creation process and what rules could be applied to the two completed translations. | | |
| **Guided/Collaborative Practice (A.2, B.1, B.2, C.1, C.2, C.3, D.1, D.2, D.3)**   * Identify guided practice needed before releasing students to practice on their own * Consider * Cooperative groupings * Conceptual difficulties that might arise and how will you address them * How students can initiate discussion * How tasks are differentiated * How the tasks advance students’ understanding and learning * Ways to check for understanding or need for further support | Students will work in pairs to complete a translation. Pairs will translate on a white board, rewriting a student sentence example in to formal language.  Teacher will move about the room, helping students to correct mistakes and to advance their thinking on the task at hand. Teacher may take note of gaps in knowledge or understanding as groups advance through each translation. | | |
| **Independent Practice (A.1, A.2, A.3, B.1, C.1, C.2, C.3)**   * What opportunities will students have to use the new skills/concepts in a meaningful way? * How will students demonstrate their mastery of the objective? | Students will complete translations in pairs. Each pair will be assigned a sentence written on a white board (sentences below). Below the sentence, they will compose a formal translation. After the groups are done, they will each share out their formal translation with the class and the rules they used to complete their translation.  “good morning kilgour  I have some questions towards the position at nike , i wanted to ask if you are still hiring ?  A side impact from being difficult could also mean like; forgetting information.  I admire XXXTentacion because I admire him cause he is like one of the unique people and he went from what most people call bad but he became a good person.  Some people think standard testing is bad but other think is good.” | | |
| **Closure (A.3, B.1, D.1, D.2, D.3)**   * Assessment of student learning including student reflection on what was learned which may include one or more of the following: * Connections to previous learning * A review of the objective and if it what achieved * An exit slip or other means of informal assessment * Student sharing and peer feedback * Celebration of learning | Students will complete one final sentence individually on a note card.  “In article 2 it talk about Auburn having year round school and they be having many complaints.” | | |
| **Reflection (B.2, E.2)**   * What does the data show you regarding student learning? * How did the pacing impact the enactment of the lesson? * Did all materials support student learning? * Were there places where students required additional supports, or places where acceleration occurred? * How would you gauge student engagement (academic and behavioral)? | See above for reflection in clinical #3 assignment. | | |