

Sample Lesson Plan (Grades K–2)**Same Yet Different**

Purpose: To understand that there are differences among the same kinds of plants and animals.

Related Standard: Science Standard 4 — Understands the principles of heredity and related concepts.

Student Product: Lab report.

Activity: Hand out magazines and newspapers. Instruct the students to:

1. Find 3 examples of individual differences in the same kind of plants and/or animals.
2. Cut or print out pictures and paste them on a paper to turn in as their lab report.
3. Circle or label the differences between the plants or animals.

Wrap up the activity by discussing some of the differences that students found among individual plants and animals.

Language Function and Structure Activity

Select the appropriate language function and structure for the above lesson from the following choices:

Language Functions	Language Structures
A. Using language to compare and contrast	A. Capital letters <i>T, R, G</i>
B. Using language to write complete sentences	B. Using the words <i>beginning, middle, end</i>
C. Using language to retell events	C. Speaking in English sentences
D. Using language for a variety of purposes	D. Using “this one has _____, but that one has _____.”

Sample Lesson Plan (Grades 3–5)

Building a Case for Clues

Purpose: To be able to make, confirm and revise predictions using the reading context.

Related Standard: Language Arts 5 — Uses the general skills and strategies of the reading process.

Student Product: Completed chart.

Activity: Students read a story one chapter at a time. After each chapter, they discuss what they think will happen in the next chapter, supporting their predictions with prior knowledge from the story and from other stories they’ve read. Teachers may need to ask leading questions to get students to think about "clues" such as foreshadowing, suspense, character traits, and common elements of certain genres (e.g., mystery, science fiction). Students should record their predictions on a story chart with columns headed "What I Think Will Happen," "Why I Think That Will Happen," and "What Really happened" and each row representing a different chapter.

Language Function and Structure Activity

Select the appropriate language function and structure for the above lesson from the following choices:

Language Functions	Language Structures
<ul style="list-style-type: none"> A. Using language to label the story chart B. Using language to make predictions C. Using language to number the events D. Using language to put paragraphs in order 	<ul style="list-style-type: none"> A. Looking at the letters to “sound them out” B. Using “I believe the character will _____ next because _____” C. Using the correct spelling of <i>because</i> in a sentence D. Alphabetizing chapter headings

Sample Lesson Plan (Grades 6–8)

Perspectives on Civil Rights

Purpose: To better understand the leadership during the Civil Rights Movement in the 1960s by listening to significant speeches of that time.

Related Standard: United States History Standard 29 — Understands the struggle for racial and gender equality and for the extension of civil liberties.

Student Product: A written summary of the class discussion.

Activity: The civil rights era of the 1950s and 60s was marked by a diverse blend of leaders ranging from politicians seeking legislation to grassroots leaders seeking to inspire the masses. While many of these leaders shared a common goal, they each had a different method for achieving those goals. One way to determine what those differing perspectives were is to listen to the speeches by the notable leaders of that time.

To begin the activity, the teacher should first introduce guiding questions for students to consider in their interpretation of the speeches. This may be done through a handout or simply by taking notes:

1. Identify the historical context of the speech. Under what circumstances was it given?
2. Who is the speaker, and what is the speaker's background?
3. Who is the speaker addressing? What is the composition of the audience?
4. Does the speaker make any historical references (e.g., to the Declaration of Independence, to conflicts over desegregation)?
5. Analyze the content of the speech. What was the main point, and what were the supporting points?

Prior to playing each speech, the teacher should give a brief introduction to who the speaker is and where the speech was given. When the students have finished listening to the speeches, the teacher can lead a class discussion of the questions above. Through the course of the discussion, students should explore common themes as well as the ways in which the messages differed. For example, the ideas presented by President Kennedy can be found in the content of the Civil Rights Act. However, Malcolm X and Martin Luther King Jr. had differing opinions on using violence to mobilize change. Students should discuss the reasons for these similarities and differences and the possible motivations of each of the speakers.

Classroom Instruction That Works with English Language Learners

Language Function and Structure Activity

Select the appropriate language function and structure for the above lesson from the following choices:

Language Functions	Language Structures
A. Using language to correctly spell names of civil rights leaders B. Using language to explain the impact of speeches C. Using language to punctuate D. Using language to indent paragraphs correctly	A. Using the suffix <i>-ly</i> to form adverbs B. Using “_____’s speech convinced people to _____.” C. Using the correct spelling of <i>however</i> in a sentence D. Using language to locate 10 adverbs in a speech

Sample Lesson Plan (Grades 9–12)

The Future is Now

Purpose: To be able to apply knowledge of advanced and emerging technologies and the understanding of the role of technology to a variety of careers.

Related Standard: Technology Standard 3 — Understands the relationships among science, technology, society, and the individual.

Student Product: Speech.

Activity: The teacher should ask students to imagine they are farmers from Iowa who have been incorporating various advanced and emerging technologies in their work. While traveling, they run across a remote farming community that has been cut off from the rest of the world for generations. Based on your understanding of the pros and cons of the technologies, what types of technology would the students choose to introduce to this remote community? On what would they base their decision?

Language Function and Structure Activity

Select the appropriate language function and structure for the above lesson from the following choices:

Language Functions	Language Structures
A. Using language to write a correct paragraph on farming technology	A. Using the word “finally” correctly in a concluding sentence
B. Using language to alphabetize emerging farming technologies	B. Using “The _____ technology could increase efficiency of _____ for farmers.”
C. Using language to assess the usefulness of technological devices	C. Using complete English sentences in a paragraph
D. Using language to choose correct answers from multiple choices	D. Indenting each paragraph about efficiency