

## Sheltered Instruction Lesson Plan #1

### Standards:

- **CCSS.ELA-Literacy.RL.6.1:**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **ELD Standards for California Public Schools Grades 6-8 Reading:**

Orally identify the factual components of simple informational materials by using key words or phrases.

**Theme:** Understanding story structure and key elements of a novel

**Lesson Topic:** Understanding Setting

**Objectives:** Identify different story settings and the setting of *The Ole Creole Lady*

**Content:** *The Ole Creole Lady* - Prologue - Pages 1-8

**Learning Strategies:** Identify story settings through picture identification; find vocabulary definitions, synonyms, grammar and usage; reading aloud; give oral summaries: writing summary

### Key Vocabulary:

- setting, wilderness, farm, suburbs, inner-city
- Creole, neighborhood, haunted, enormous, spooky, wrought-iron gate, ivy-covered, creeping, peeked, rumor, snagged
- animals: “All kinds of wild animals”
- Slang: ole, whuppin

### Materials:

Photos of various neighborhood settings including Compton and an “old spooky house”;  
The novel *The Ole Creole Lady*; vocabulary worksheets

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### Motivation:

*(Building Background)*

Students will identify overall settings for stories and be able to describe the setting in which they live.

### Presentation:

*(Language and content objectives, comprehensible input, strategies, interaction, feedback)*

- Speaking and Listening: Students will work to formulate descriptions of settings and of the setting in the story.
- Reading: Students will read and interpret the prologue of a novel.
- Writing: Students will write summary statement of the reading and a descriptive statement of their home.

**Practice/Application:**

*(Meaningful activities, interaction, strategies, practice/application, feedback)*

1. Present the days objective to the students: Identify setting in a story
2. Students will identify types of neighborhoods (wilderness, farm, suburbs, inner-city) from photos shown by the teacher. (Later these will go on the wall.)
3. Students will be given worksheets with vocabulary words from the story. They will work together to get definitions for them.
  - a. Beginning ELL students will meet with the teacher in the back of the room. A vocabulary worksheet with all new words in today's reading will be reviewed. (Ole Creole Lady currently offers this worksheet with translations into Spanish.)
  - b. While the teacher is with the ELLs, Students will fill in the standard vocabulary worksheets. This has each vocabulary word underlined in a sentence from the text. Students must write Definition, Part of Speech, Synonym, Student Sentence. Students may use the iPads for this. (This addresses the fairness issue of the ELL students using them later.)
4. The class will read the Prologue aloud "popcorn reading."
  - a. During the text reading ELL students read from the iPads with a Word-Tag version of the text. (This allows students to click on any word to see its spelling-issues, definition or translation.) These students can volunteer the word for discussion. The teacher also watches to see if time is needed for catching up after each student finishes pop-corn reading a paragraph.
5. Students will point out statements in the text that identify the setting.
6. Students will write a summary paragraph of the reading.
7. Students may volunteer to read their summary.
8. Homework: Write a paragraph describing your home/neighborhood as if it were being used in a story.

**Review/Assessment:**

*(Review objectives and vocabulary, assess learning.)*

- Informal observation of students understanding setting initial presentation
- Grade vocabulary worksheets
- Grade summary paragraphs
- Review of homework paragraph

**Extension:**

- Students will be able to identify different story settings.
- Students will be able to identify and describe their neighborhood as a story setting.