

Core Components

Topic of Lesson and Rationale

CC.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CC.W.4.1b: Provide reasons that are supported by facts and details.

Content Objective

The students will be able to identify key details in an article.

The students will be able to create a t-chart using the key details.

The students will be able to support their opinion with information from the article.

Language Objective:

The students will be able to use the highlighted information to verbally discuss the key details with their group.

The students will be able to orally or in writing support their opinion.

Student Population

Students are in fourth grade and will be grouped heterogeneously. I believe the heterogeneous grouping works best with this lesson because it allows students more opportunity to learn from one another. There are 15 students in the class. All of the students are ELLs. 2 students are emerging level, 7 students are transitioning and 4 students are expanding.

Learning Community

The Brentwood School District is set in an urban community. The district is very large and very diverse with 84% of the students being Hispanic, 9% African American, 3% white, 4% is listed as other according to data.nysed.gov. The school I chose to do the lesson in is an elementary school containing grades 1-5. The classroom context in this room is co-teaching. There is one general education teacher that is in the classroom throughout the entire day. There is one ENL teacher that pushes into the classroom for 90 minutes to service the 11 ENL students. The classroom seating is arranged into three large groups. The groups are somewhat academic and language proficiency based but they are mixed

amongst that to ensure confidence in all of the students. The classroom and ENL teacher came up with the three groupings to ensure the ENL students were properly mixed with the general education students with similar academic abilities throughout all subject areas to encourage cooperative learning and successful group activities.

Materials/Resources

- Literature: Scholastic Storyworks article “Water bottles Handy or Harmful?” by Lauren Tarshis.
- Student copies of article (on Microsoft Teams)
- Elmo projector
- Aquos board
- T-Chart shared to students on screen

SIOP Components and Explanation

1. Preparation

Content objectives:

1. The students will be able to identify key details in an article.
2. The students will be able to create a t-chart using the key details.
3. The students will be able to support their opinion with information from the article.

Language objectives:

1. The students will be able to use the highlighted information to verbally discuss the key details with their group.
2. The students will be able to orally or in writing support their opinion.
3. The students will be able to write information from the article to complete their t-chart.

Supplemental materials:

- Sample t-chart to provide an example
- Content specific word wall highlighting key vocabulary

Adaptations:

- Students will be provided the article for close reading with partners. The students will have the opportunity to read with partners as well as have the article read aloud to ensure all students have a true reading of the article despite language and reading ability.
- There will be a sample t-chart screen shared on the smartboard for students to refer back to as well as the article on the board for examples on highlighting important details in the text.

2. Build Background

To build background the teacher will have students look at the photos in the article and discuss why we think water bottles would be harmful and helpful before reading. Connect the article to water bottles in students' houses or that they have seen at the store, probe questions discussing what the students do with their water bottles when they are done, where do they think the water bottles go? Discuss other alternatives to water bottles with students and bring in examples of metal water bottles and reusable plastic bottles. I will show students my metal water bottle as an example.

Because I have worked in this classroom many times and know the students well, I am aware of the students' background knowledge and am confident they will be able to perform this lesson without too much difficulty. I know that these students

have the vocabulary skills to understand words like handy and harmful without having to specifically define them at the beginning of the lesson.

3. Comprehensible Input

Throughout this lesson, the teacher will speak slowly and clearly to ensure student comprehension of what is being said. The teacher will not go back and forth switching which side of the argument they are speaking about. For example, if the teacher is discussing why water bottles may be helpful, stick to just being helpful and complete it, before beginning to discuss why they are harmful. Use clear complete thoughts and do not use simple and relatable vocabulary.

Clearly explain the academic tasks by providing examples and demonstrations. Highlight each section you are talking about and ensure the students are looking in that area you are reading before you begin reading. This is difficult with remote learning because you cannot ensure the student is looking at the correct page, take time to go through each assignment and ensure students icons are on the correct page and see that their faces are directed at their computer screens. When discussing the t-chart make sure to highlight on the shared screen so students can visually see what and where they are writing.

Continue to use the key vocabulary in the discussion. Over use the words harmful and helpful to encourage the students to use them orally.

4. Strategies

For this lesson, the teacher will utilize predicting by using “I wonder” statements when discussing the topic before reading. Students will discuss with their partners and whole group what they *wonder* if we didn’t use plastic bottles, what we do with plastic bottles when we’re done, where they go, and other ways to consume and produce water without using plastic bottles.

While reading as a whole group, summarize after each paragraph to ensure students are staying on track and aren’t getting lost in the material. Ask questions about each section and require students to point out what sentence they took the information from.

Make sure to highlight information that is pointed out on the projected article as well to ensure students are highlighting the proper information and make corrections throughout the lesson. This is important for students to learn how to understand and have the ability to identify key details on their own.

5. Interactions

Throughout this lesson, students will have many opportunities to interact and work together. Students will be in pairs when reading the article the first time in predetermined breakout rooms. There will be small group discussions in a different

breakout room of their differing opinions and whole group, teacher directed discussion and student directed discussion.

The groups and pairs are not decided by language proficiency for this lesson because students are working to help each other detect important details to complete their t-charts.

While reading, and asking questions, the teacher will provide sufficient wait time and allow students to go back into their article and locate where they found their answers. For this lesson, wait time should be longer than average to ensure students the confidence and time to reread parts of the article and their findings. Sufficient wait time is important for students to be able to process the information they have previously highlighted and use it to respond to questions accordingly.

If a student does not answer the question clearly, or the teacher is looking for a more detailed, specific answer, the teacher should continue to probe for information by asking “how do you know?” asking the student to find the specific sentence or sentences where they read the specific information.

Students will be given the opportunity to clarify key concepts throughout the lesson during discussion by asking peers and the teacher about the text. As well as by referring back to the topic word wall at the front of the room.

6. Practice/Application

During the lesson, students will be using the details from the article to complete their t-chart. Students’ assignments on Teams will have sentence starters depending on their proficiency levels, some will have sentence starters and other strips will not, students will be instructed to go to the group “File” t-chart and type their sentence on the chart.

Students will implement all language skills throughout this lesson by speaking with their partners and groups about the article, reading the article and underlining key details, listening to the article as well as participating in the group discussions and writing their details on the file to complete the class t-chart.

7. Lesson Delivery

During this lesson the content objective will be posted at the top of my shared screen. Students are aware of the lesson objectives being posted and will be directed to the top of the screen often throughout the lesson. When the teacher is speaking the teacher will repeat the content objectives multiple times.

Discussing the objectives for the lesson should take approximately ten minutes. This is the only part of the lesson that students are asked to listen for a large chunk of time.

The teacher will introduce the lesson to the whole class by first discussing about water bottles. Most students have water bottles on their desks they are working at. If a water bottle is accessible, students will be asked to look at the water bottles, feel them, and squeeze them. Then students will be asked to describe the purpose of the water bottles and why they have them in the classroom. After discussing disposable water bottles, ask students if there is anything they think would work better that could last longer. This provides the teacher with information about students' background knowledge of alternatives to water bottles. We will discuss as a class, alternatives they know of or think would be useful. After reviewing these answers as a class, the teacher will begin discussing the content objectives.

The content objectives for this lesson will be read off of a slideshow on the shared screen, first as a whole group, then the teacher will reread them to ensure the students have heard them clearly, then as a class, discuss what the objectives mean. 1. Students will be able to identify key details in an article. Review with students what key details are, key details are details that are most important. Read a small paragraph from the article and identify what a key detail would be in the paragraph and what a non-essential detail would be. 2. Students will be able to create a t-chart using the key details from the article. Show students the sample t-chart, explain to the students to refresh their memory, one side of a t-chart represents one view of the article "thinking plastic water bottles are harmful" the other side is "thinking water bottles are helpful". Inform students they will be taking the information they highlighted from the article and inputting it into the t-chart. 3. Students will be able to support their opinion with evidence from the article, explain to students they will be able to verbally or in writing, provide evidence to defend their opinion if water bottles are harmful or helpful. Students will then be instructed to begin reading the article with their partners and highlight key details in the paragraphs to support **both** positions.

After reading through the article with their partners, students will regroup for a short discussion of the article. During this discussion time the teacher will engage students in questions summarizing the article in order to test their level of understanding of the content as a whole. Then the teacher will lead the class in a whole group reading of the article. During this time, stop and discuss each paragraph with students, refer back to content objectives, "what key details did we highlight in this paragraph? Does that support water bottles being helpful or harmful?" Refer to content objective #2 as well, ensuring that students are aware of the information that will be going in the t-chart at the end of the reading.

The language objectives for the lesson will also be clearly stated underneath the content objectives on the smartboard. The language objectives will be read by the class, then by the teacher and discussed. These objectives however, will be discussed as they come about in the lesson rather than as a chunk like the content objectives. I feel not chunking the language objectives with the content objectives for this lesson, keeps the students from getting overwhelmed by the amount of

objectives as well as trying to focus to make sure they are incorporating each objective into their answers. These objectives are supported after reading the article twice. The students will be given a position to defend, water bottles are helpful, or water bottles are harmful. The teacher will assign positions to assure that students are not all picking the same side and for diversity in the discussion. With their partners, students will use the information from their t-chart to defend their position. At this time, the teacher will more thoroughly discuss the language objectives and model a script of how the students should speak with their partner. For example, “I think water bottles are handy because *find a detail from the article to support your opinion*”. This will help students defend their position and allow them to use the vocabulary in their answers.

With this delivery, students are engaged throughout the lesson because they are working with partners, sharing ideas and having class discussions. Not much of the lesson is solely teacher directed, student interaction is fueling the lesson. To appropriately pace the lesson, allow student adequate time to read with their partners, allow extra time to answer questions, assuring you allow students the chance to look back in the article, find their answer, think of the wording and respond to the questions.

8. Review/Assessment

Throughout this lesson the teacher will conduct comprehensive informal assessments on all content objectives. While students are reading with partners the teacher should be circulating the breakout rooms observing the facts the students are highlighting as well as listening in on student conversation to further measure the level of understanding of underlying key details and what makes them key details. The teacher will be making note of students’ comprehension skills when they are answering questions as well as the language skills and the students’ ability to orally discuss the content from the article.

Feedback will be provided to students throughout the lesson as well. Through conversation and discussions, the teacher will respond to students to encourage deeper thinking and provide positive feedback.

Assessment will also be given on the students’ ability to complete the t-chart and their ability to orally defend their position using facts from the article. When completing the t-chart together, the teacher is able to see where students are writing their facts, this is a chance for evaluation as well as when the class is discussing the article and the two different opinions.

The final formal assessment of the content and language objectives will be by evaluating the students work on a rubric. If the students were able to complete both sides of the t-chart with six key details (three for each side) they have mastered the objectives. If students are able to list 2/3 details they have not yet mastered the skill

and may need some reteaching, if the student is able to give one or less key details for each side the student is evaluated as not having a clear understanding of the objectives and must be retaught.

9. Extension/Homework

An extension activity to provide for students is the opportunity to turn the lesson into a debate. The teacher can divide the classroom into two sides and each side has to defend their position as a team. Whichever team has the most valid, fact based points will win the debate. This extension excites the students because they are working together to beat the other side and trying to bring their own opinion into the article as well as provide facts.

A homework activity from this lesson can be for the students to begin to try and find things in their house they can use instead of one use plastic water bottles. This allows students a chance to relate the article and lesson to their own lives. The teacher can also assign students a writing assignment to align their arguments into an essay form to begin to teach the students how to write persuasive essays.

Source: Short, D., Hudec, J., & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Washington DC: Center for Applied Linguistics.

Section II: Lesson Plan Commentary Reflection

The lesson that was taught to this fourth grade class was an ELA lesson focusing on identifying key details in an article and using those details to defend your position whether water bottles are handy or harmful. The article I chose was an article from a Storyworks magazine called “Water Bottles: Handy or Harmful?” by Lauren Tarshis. The article discusses the positive and negative effects of using one-use plastic water bottles such as Poland Spring and Dasani. The article includes a t-chart that the students were asked to fill in based on the facts stated in the article detailing why water bottles are handy or harmful.

Overall, I think the lesson went very well. The students were engaged throughout the lesson and they were excited to share ideas on other alternatives to using one-use water bottles. The students enjoyed reading together and being able to pull information from the article to fill in the t-chart. They were excited to test their skills with identifying key details vs regular details. The structure of this lesson is supported by Blooms Taxonomy, the idea that learning should be done in layers. In this lesson the students first began by reading the article and becoming familiar with the details supporting water bottles and the details not supporting one-use bottles. The students began to build on their reading skill by now identifying key details in each paragraph. The building continued while students used the details to discuss each position and then to finally complete their t-chart.

I have used this lesson in previous years, however this year was the first time teaching it remotely. One challenge of the remote teaching is the amount of switching back and forth between screens and papers. I inserted all of the papers the students needed into one PowerPoint to help them stay organized and stop them from having to flip back and forth so often.

After completing this lesson, I have found that the strengths in my lesson planning is planning according to the students current abilities and what I know they will be able to accomplish on their own and what they will need assistance with. According to the practicing teacher, my lesson plan met current curriculum guidelines and was age appropriate. While planning this lesson for other classes, I would have considered making ‘handy’ a vocabulary word to ensure that students know exactly what the article meant by using handy and harmful. However, I knew that this class would know what it meant or would be able to use context clues to determine the definition. Another strength is also my ability to take a hard copy lesson and turn it into a smoothly run remote lesson.

A skill I would work on in lesson planning is being more mindful of formal assessments. When I am teaching I like to allow the students time to self-correct or use models to correct their answers. I would rather my students be able to see what they did wrong at the end of the lesson when the information is still fresh and they can fix their mistakes while still actively engaged in the lesson. I do however feel, this lesson does need a more secure form of formal assessment at the end and not so much teacher correction throughout.

This lesson was successful and I feel the students were engaged and enjoyed it. It opened up a lot of areas for further research and group discussions based on both the topic at hand and the content ad language objectives. All of the students’ needs were met with the amount of support provided by myself and the help of their peers throughout the lesson. The students’ knew what their objectives

were and were able to identify them throughout the lesson and had the ability at the end of the lesson to meet the language objectives.

References

McLeod, S. A. (2012). Zone of proximal development. Retrieved from www.simplypsychology.org/Zone-of-Proximal-Development.html.

Tarshis, L. (2019). Water Bottles: Handy or Harmful? *Storyworks*.

Content Objective

Identify key details in an article.

Create a t-chart using the key details.

Support their opinion with information from the article.

Language Objectives

Use the highlighted information to verbally discuss the key details with their group.

Orally or in writing support their opinion.

Write information from the article to complete their t-chart.

TAKE
A SIDE

Debate

Directions: Read the article.
Then complete the chart on the next page.

Water Bottles: Handy or Harmful?

Sure, they make life easier. But they're also hurting the environment. **BY LAUREN TARSHIS**

Guess how many bottles of water Americans buy every year? Nearly 100 billion. Stack those up, and you could make a tower that stretches from Earth to the moon—60 times!

Why do we love bottled water so much? It's easy: You just grab it and go, and throw out the bottle when you're done. And it's healthy, compared with sugary sodas and sports drinks.

But there's more to the story. Let's soak it all in.

Bottled = Bad

The truth is, bottled water often isn't any better than the water many people can get from a tap.

In fact, more than half of all bottled water is tap water. This includes popular brands like Aquafina and Dasani,

which sell tap water that has been run through a filter.

And chances are that the water from your faucet has been tested more carefully than bottled water. Most cities check tap water for dangerous germs and chemicals. The rules for bottled water are less strict.

Perhaps the biggest problem with water bottles: They create a ton of trash. Remember those 100 billion bottles we use every year? Less than one-third of them get recycled.



Most water bottles aren't recycled. And it can take up to 700 years for the plastic to break down!

The rest go to landfills, where they can take hundreds of years to break down. Or they are left behind as litter in our streets and parks. Some end up in oceans, where sea animals can eat parts of them and get sick or die.

A Case for Bottled Water

But not everyone can just avoid bottled water. Around the world, more than 2 billion people have water that contains harmful germs or chemicals. If they were to drink this water, they could get very sick. They could even die. They don't drink bottled water because it's easy. They drink it because they need it.

Some bottled water contains fluoride, which protects your teeth

from cavities. If your tap water doesn't contain fluoride, bottled water could be a healthy choice for you.

Also, if there were no bottled water, you might drink a soda or a sports drink. Sugary drinks like these are a big part of why so many Americans are overweight.

So what do you think? Should bottled water get the boot? ■

For \$15 or less, you can buy a water bottle that can be refilled and reused for years.



GET THIS IN SPANISH ONLINE!

FIND AN ACTIVITY SHEET ONLINE!

WHAT DO YOU THINK?

Should you buy bottled water?

Go back to the article and find information to support each side. Write the information on the lines below.

YES Look at how helpful it is!

- 1 _____

- 2 _____

- 3 _____

NO Cross it off the shopping list!

- 1 _____

- 2 _____

- 3 _____

Study the points on both sides of the argument—and think about your own opinion. State your opinion in one sentence below. It can become the thesis statement for an opinion essay on this topic.

**WHAT
DO YOU
THINK?**

Should you buy bottled water?

Go back to the article and find information to support each side.
Write the information on the lines below.

YES Look at how helpful it is!

1	
2	
3	

NO Cross it off the shopping list!

1	
2	
3	

Study the points on both sides of the argument—and think about your own opinion. State your opinion in one sentence below. It can become the thesis statement for an opinion essay on this topic.

**FIND AN
ACTIVITY
SHEET
ONLINE!**

