

Figure 2.3 Lesson Plan in Year 5 Social Language

<p><b>Assessed Need:</b> I have noticed that my students need: <i>To arrive at agreed norms for how we work together.</i></p>
<p><b>Standard(s) Addressed:</b> <i>Language for social interactions: Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA150)</i></p>
<p><b>Text(s) I Will Use:</b> <i>Language charts developed during previous lessons on communities of practice</i></p>
<p><b>Learning Intention for This Lesson:</b> <i>To develop a list of class norms that name how we learn by belonging, experiencing, doing, and becoming.</i></p>
<p><b>Success Criteria for This Lesson:</b> <i>We will come to consensus about our norms.</i></p>
<p><b>Direct Instruction:</b> Model: Strategies/skills/concepts to emphasize <i>Review communities of practices language charts.</i> Guide and Scaffold: Questions to ask <ol style="list-style-type: none"><li><i>1. What are the norms your family relies on? What happens when the norms are violated?</i></li><li><i>2. What can happen in a community where there are no norms for how people interact?</i></li><li><i>3. What do you consider to be the most essential elements of each, and why?</i></li></ol>Assess: These are the students who will need further support <i>Melissa may need redirection to gain her attention.</i></p>
<p><b>Dialogic Instruction:</b> Teacher-Directed Tools <i>After the gallery walk (below) we will sit in a learning circle to view the norms we listed during the classroom discussion. I will ask for proposed norms for the class, and ask for fist-to-five hand signals to work toward consensus. I will use the talking piece as needed to ensure that every voice is heard.</i> Student-Enacted Tools <i>Use a gallery walk process so that students can meet in small groups in front of each poster. Students will be given colored dots to affix to the poster statements they consider to be essential.</i> Assess: These are the students who will need further support <i>Check in with Getano frequently to make sure he is following the discussion.</i></p>
<p><b>Feedback Opportunities:</b> <i>Students will write a short exit slip about the process we used, so I can address any individual concerns.</i></p>
<p><b>Independent Learning and Closure:</b> <i>Students will apply norms with my assistance for the next week, and we will revisit these after this time period to revise as needed. For closure, students will be asked to review major aspects of the lessons and identify what they learned from each.</i></p>