

Sample Vocabulary and Comprehension Summarizing PLUSS Lesson Planning Format

- 1 **Content Objective: Students will demonstrate comprehension by summarizing and sequencing events from a biography about Jose Limón after circling who/what (subject) and underlining important details.**
- 2 **Language Objective: Students will use sentence frames to explain their thinking “I can conclude that ____.” “I agree/disagree because ____.”**

Strategies: L – Language modeling & opportunities for practice U – Use visuals and graphic organizers S – Strategic use of Native language and teaching for transfer		5	6	7
		L	U	S
4 P Pre-teach critical vocabulary and prime background knowledge	<p>Pre-teach critical vocabulary: Day 3 of vocabulary instruction</p> <ul style="list-style-type: none"> - Review Tier 2 (Beck et al., 2002; high utility) vocabulary taught earlier in week (discouraged, permission) that will be read in story- asking students to process at a deeper level using sentence frames <p>I do: -teacher pronounces word by parts, has students pronounce by parts, then type using text tool on ipad</p> <p>We do: Teacher models sentence frame, has students repeat before partner sharing response with salt and pepper partners</p> <ul style="list-style-type: none"> - Quickly defines word when EL asks for clarification - Monitoring and feedback special focus on EL students <p>You do: students walk around room, share oral responses with multiple partners</p> <p>-oral practice to writing by writing complete sentence (using sentence frame), then share out, “agree and disagree”</p> <p>Prime background knowledge: (start with review)</p> <p>Day 2 of reading story about life of dancer, Jose Limón</p> <p>Review background knowledge and prior information:</p> <p>Who was the main character? (Jose Limón)</p> <p>Where was he born? (Culiacán, Mexico)</p> <p>When was he born? (1908)</p> <p>How old was he? (little boy)</p> <p>What genre of writing are we reading (biography)</p> <p>Is it written by him or someone else? (someone else)</p>	<p>Choral response, sentence frames, multiple opportunities for partner practice, share out, write</p> <p>e.g.: -”I believe discouraged fits with visible/invisible because ____.”</p> <p>-”I agree with ____ because ____ (or I disagree) with ____ because ____.”</p>	<p>Sentence frame is on board and in ipad</p> <p>Written sentence frames support writing</p>	<p>N/A</p>

S
Systematic & explicit instruction (I do, we do, you do)

I do: We are summarizing the sequence of events (posted on board)

(posted on board) A summary is the most important ideas or events in a story

Explain steps of summarizing:

1. Stop after each page
2. Circle the who or what
3. Underline the most important detail about the who or what
4. In 3-5 sentences combine the important details about the who or what.

Explain how to track in text - gives choices: highlight as you read or track with finger/pencil

We do: Teacher prompts, we will be circling the who or what and underlining important details.

Read story together

- As they read: circling who/what, underlining important details then practice sharing with partner
- Monitoring and providing feedback by moving through classroom, dropping and listening, providing positive and corrective feedback.
- Monitoring comprehension by checking - how does Jose feel right now? "I can conclude that..." (higher order thinking-infering emotions, and sharing with partner)

You do: Students share with partner "I can conclude that...;"

Re-reading for accuracy and fluency

- teacher monitors and drops and listens to provide feedback

Gradual release of responsibility: Now students circling the "who" and underlining "important details."

- Use equity sticks to call on a student to share complete sentence

Choral responses

increase academic engagement and give teacher feedback on student performance,

Teacher models fluent reading using **cloze reading** to actively engage learners

Use **sentence frames**: "I can conclude that..."

Reading posted on projector, student highlights on projector and students highlighting at desks;

Each student has individual copy of the story

Circling who/what, underlining important details (posted on board and students do it together)

Sequence of events noted on chart paper

Story includes some Spanish words - connecting with some students' native language (e.g. uno dos)