

Lesson Planning: Addressing Students’ Social and Emotional Needs When They Head Back to School

Across the country, educators are grappling with the extraordinary challenges brought on by the COVID-19 pandemic. A recent study¹ predicts that students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. Left unchecked, it’s an academic setback that could derail the futures even of students who were previously on grade level—and would be disastrous for students who were already behind.

Yet learning loss is not the only challenge educators must consider as they plan for next year. Students will also need help coping with the trauma they’ve experienced during the pandemic, processing our national moment of reckoning with systemic racism, and readjusting to school. Those who have lost family members or friends will be grieving. Asian American students may have experienced racist physical or verbal attacks. Students who rely on structures and routines, have experienced trauma prior to the school closures, and/or have lost housing or economic security might struggle to return to school. Younger elementary students might have trouble being separated from their parents or siblings after spending so much time with them.

With those challenges in mind, TNTP and Providence Public Schools partnered together to design transition lessons for the first five days back at school that will help address the academic and social and emotional needs Providence students will have when they return. Collectively, the lessons span every grade level and cover math, English Language Arts, and social-emotional learning. In this resource, we share some guiding questions that you can use to craft your own transitional lessons that will meet the unique needs of your students, as well as an example of one of the high school lessons we designed.

Guiding Questions for Crafting Transitional Lessons.....	1
Sample Lesson Overview.....	2
Sample Lesson: K-2 English Language Arts, Day 1.....	2
Lesson Plan.....	2
Student Materials.....	11
Sample Lesson: 3-5 English Language Arts, Day 1.....	16
Lesson Plan.....	16
Student Materials.....	25

Guiding Questions for Crafting Transitional Lessons

As you begin to craft transitional lessons for your students, consider these guiding questions:

1. How do these lessons connect to your district/school/classroom’s existing efforts to meet the social and emotional needs of students as they return to school this year? Do they expose any gaps?

¹ https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

2. In our research publication, *The Opportunity Myth*, we found that students need access to four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. How will your lessons provide access to those four resources?
3. What would it take to use lessons like these in your specific district/school/classroom context?
4. What support might teachers need to implement these lessons well?

Sample Lesson Overview

In this lesson for the first day back to school, students set goals for themselves that are rooted in their identity as readers and writers.

Sample Lesson: K-2 English Language Arts, Day 1

Lesson Plan

About the lesson

This lesson uses the book *Say Something!* by Peter H. Reynolds. This text is available in the Spanish Translation *¡Di algo!* The teacher should use this book as a read aloud to introduce students to self-expression. This lesson also provides students with the opportunity to explore their identities as readers and writers. This will set the stage for following ELA lessons and allow students to better get to know themselves and each other.

Objective

Students will explain their identities as readers and writers.

Standards

- SL.K.1,SL.K.4,SL.K.5,SL.K.6
- SL.1.1,SL.1.2,SL.1.4,SL.1.5
- SL.2.1,SL.2.2,SL.2.3,SL.2.4

PPSD Culturally Responsive Framework

- **Element A1** - Socio-cultural/ Self Awareness
- **Element B1** - Understanding Learners Individually and Collectively
- **Element C3.3** - Collaborative Discussions (Discourse)

SEL Skills

Self-Awareness 1D: I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.

- I can identify my likes and dislikes, needs and wants.
- I can name things I do well.
- I demonstrate beginning awareness of my identity-my gender, race, ethnicity, disability, national origin, language, as well as community and/or family culture practices

Preparation

- Determine a procedure for partner talk and plan how you will introduce and practice this procedure with students.

Example procedure:

- Assign partners ahead of time.

- Have students decide who will go first.
- Provide students with sentence starters to support MLLs.
- Have students take turns talking.
- Remind students to listen carefully to their partners. They may be asked to share what they remember from the group.
- Prepare to share one of your favorite memories of reading and writing so that students can have an example before they're asked to share their memories of reading and writing.
- Locate the text *Say Something!* by Peter H. Reynolds. If you are not able to find a copy at the library, this [read aloud version](#) on YouTube can be used.
- Record and display the guiding questions and sentence starters for discussion in each section of the lesson plan.
- Display the questions in the Chew section of the lesson plan in a manner so that you can record answers during the Review section. For example, you could put each question on a separate piece of chart paper so that you can record answers under each one.
- Determine which graphic organizers you'd like students to use from the supporting materials for this lesson. You can choose one graphic organizer that best fits the needs of your students or you can offer them a choice of which graphic organizer they think is best for them. You can also choose to copy the graphic organizer of your choice and distribute it to students or you can choose to have students create their own graphic organizer on a piece of paper.
- Create an example graphic organizer displaying parts of your identity as a reader and writer.

Scaffolds for the Range of Learners

- Sentence starters to support discussions and writing
- Graphic Organizer

Assessment

- Finished assignment
- Observations discourse throughout lesson
- Take time for an Equity Pause. This pause will allow you to reflect on the lesson, focusing specifically on how the lesson went, as well as how your instructional decisions helped lead to equity for students.

Procedures

"Ignite, Chunk, Chew, Review" lesson structure from: Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

	Teacher Actions	Student Actions	Supports for Multilingual Learners
<p style="color: #00A0C0; font-weight: bold;">Ignite</p> <p style="font-weight: bold;">Activate & Connect</p> <p style="font-weight: bold;">5 minutes</p>	<ul style="list-style-type: none"> ● Use a strategy such as call and response to signal to students that you are going to start the ELA lesson. ● Explain to students that they are all readers and writers- they listen to, read, and write books, stories, and articles to learn about many different topics. Today they are going to talk about what they like about reading and writing. To start this process, 	<ul style="list-style-type: none"> ● Think about experiences they have had reading and writing in the classroom. <p style="font-weight: bold;">Guiding questions to use:</p> <ul style="list-style-type: none"> ○ What do you remember about reading and writing in school last year? 	<p style="font-weight: bold;">Vocabulary:</p> <ul style="list-style-type: none"> ● Remember ● Reading ● Writing <p style="font-weight: bold;">Suggested sentence starters to guide thinking/ writing:</p>

they are going to first think about when they have spent time reading and writing.

- Share a quick personal story with students about a time that you spent reading or writing. Keep your story general so that even students who have not been in an ELA class can relate to the story. List some parts of the experience that you enjoyed (i.e., the type of text you were reading, how you were reading it), some things that come easily to you when reading, and some things you find more difficult.

- Have students think about a memory they have of reading or writing. This could be at home or in school.

Guiding questions to use:

- What do you remember about reading and writing?
- What did you love about it?
- What did you not like?

- **Partner Talk:** Tell students that after they've had a chance to think about their memories of reading and writing, they will have a chance to share with a partner. You may want to explain the procedure and model for students, so they know what is expected of them. It is recommended that this partner talk be very brief so that it provides each student with the opportunity to say one or two ideas only. This is a great way to practice the activity.

Suggested Partner Talk Procedure

- Assign partners ahead of time.

- What did you love about reading and writing?

- What did you not like?

- Engage in Partner Talk Procedure:

- Share experiences with a partner.
- Listen to the partner and respond with questions and thoughts.
- Share out ideas for the whole class.

- The books I read were ____.

- I loved to ____.

- I didn't like to ____.

- I liked to read/write about ____.

Note: You may want to remind students that when we talk about memories, we use the past tense.

	<ul style="list-style-type: none">○ Have students decide who will go first.○ Provide students with the sentence starters above to support MLLs.○ Have students take turns talking about their memories.○ Remind students to listen carefully to their partners. They may be asked to share what they remember from the group.● Call on a few students to share what his or her partner remembers about reading and writing last year.		
--	---	--	--

<p style="text-align: center;">Chunk</p> <p style="text-align: center;">Introduce New Information</p> <p style="text-align: center;">15 minutes</p>	<ul style="list-style-type: none"> ● Tell students that today, they will explore their identities as readers and writers. Identity is a word that describes who you are. They will start to explore their identities through talking about what they like and don't like. Knowing who you are as a reader and writer will help you love to read and write and will also help you grow. ● Explain that there are so many ways to use words when you are reading and writing and before they explore their identities, you are going to share a book together. ● Introduce the book <i>Say Something!</i> by Peter H. Reynolds by explaining that you will be reading about ways people can express themselves or talk about things they care about. They will hear about different ways to use words and actions in a powerful way. ● Explain that students should actively listen to the story and then you will discuss the story as a group. Review the agreed upon norms for classroom read alouds. You may want to model this yourself or with a student. <p>Discussion (5 minutes)</p> <ul style="list-style-type: none"> ● Guide students in a brief discussion of the book. As you are discussing the book with students, help them make the connection that people can express themselves in so many ways that are true to their identities and that these expressions are powerful. It is possible that students will share experiences they've had with protests. It is important to honor those experiences and let students share their feelings around them. 	<ul style="list-style-type: none"> ● Actively listen to the read aloud ● Participate in discussion <p>Possible Questions:</p> <ul style="list-style-type: none"> ○ What are some of the ways people "said something" in the book? ○ Why do you think people were able to say things in so many different ways? ○ What did all of the messages in this book have in common? Why are they important? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Identity (who you are) ● Express yourself (show or tell people how you are feeling) ● Powerful (important, special) ● Different (not the same) ● In common (same) <p>Suggested prompts and sentence starters to guide thinking/ writing:</p> <ul style="list-style-type: none"> ● Did the people in the book only use words to express themselves? ● Go back and have students identify some of the ways people expressed themselves drawing their attention to how they are different (you may want to model this for one example). ● Clarify new vocabulary related to feelings from the text (lonely, brave, angry, peaceful) by acting out the words. <ul style="list-style-type: none"> ○ What are some of the ways people "said something" in the book? ○ Why do you think people choose to express themselves (how they were feeling) in different ways? ● <i>People expressed themselves in different ways because_____.</i> <ul style="list-style-type: none"> ○ What did all of the messages in this book have in common? Why are they important?
--	--	--	---

	<p>Possible Questions:</p> <ul style="list-style-type: none"> ○ What are some of the ways people “said something” in the book? ○ Why do you think people choose to express themselves (how they were feeling) in different ways? ○ What did all of the messages (or things people had to say) in this book have in common? Why are they important? <p>If time permits, you can have students turn to a partner to share an answer to one or more of the questions.</p>		
<p>Chew</p> <p>Process New Information</p> <p>15 minutes</p>	<ul style="list-style-type: none"> ● Explain to students that in ELA class this year, they will be given the opportunity to say a lot and to read a lot and they will have a lot of choices in what they read and write. Explain that thinking about what you love about reading and writing will help you figure out who you are as a reader and writer. ● To set up the activity, show students an empty example graphic organizer and the following questions: 	<ul style="list-style-type: none"> ● Consider the following questions: <ul style="list-style-type: none"> ○ What kinds of things do you love reading about? ○ What kinds of things do you love to draw or write about? ● Complete the graphic organizer ● Share ideas with the class 	<p>Suggested sentence starters to guide thinking/ writing:</p> <ul style="list-style-type: none"> ● I love reading _____ books. ● I love reading about _____. ● I love reading because _____. ● I love writing because _____. ● Writing is hard when _____. ● Writing is easy when _____.

- What kinds of things do you love about reading?
- What kinds of things do you love to draw or write about?
- If you would like to push your students' reflections even further, you can also ask the following extension questions:
 - What is one thing about reading and writing that is easy?
 - What is one thing about reading and writing that is hard?

Explain that they can use the questions to guide their thinking as they complete the graphic organizer.

- Share your completed organizer with the students, highlighting the different ways you interact with texts and express themselves through writing.
- Distribute the template graphic organizer or have students create their own by drawing a circle in the middle of the paper and several circles attached to the middle circle with lines.
- Have students write their names in the middle circle and explain that they will fill in the outer circles with answers to the questions above. Encourage them to complete the graphic organizer in any way that makes sense for them, but remind them to put a different idea in each circle. They can draw, or write words, phrases, or sentences.

- Reading is hard when_____.
- Reading is easy when _____.
- Work with smaller groups of students to allow for conversation before writing. Ask students the questions and capture their thinking in a shared place (i.e. chart paper)
- If students struggle with identifying what they love to read or write about, ask them what they would like/ wish to read or write about this year.
- For beginning proficiency students, provide them with examples of books on different non-fiction topics. Show them the cover and ask them if the topic is something that they would like to read or write about. Assist them in capturing their response in the graphic organizer.

	<ul style="list-style-type: none"> • Provide sentence starters for students to use if they'd like. <p>Possible sentence starters:</p> <ul style="list-style-type: none"> • I love reading _____ books. • I love reading about _____. • I love reading because _____. • I love writing because _____. • Writing is hard when _____. • Writing is easy when _____. • Reading is hard when _____. • Reading is easy when _____. • Encourage students to spend some time thinking about answers to the questions before they start answering. • Have students fill out their graphic organizers on their own, using the sentence starters as necessary. • Remind students that the sentence starters are available if they need them. 		
--	---	--	--

<p>Review</p> <p>Apply New Information</p> <p>10 minutes</p>	<ul style="list-style-type: none"> Bring the class back together to have the students share out their ideas. To prepare for sharing out, display the questions you asked students to consider with room to record their answers underneath. This could be on chart paper, a white board, or a projector. Invite all students to share out at least one of their ideas for the whole class as you write their thoughts on a large piece of chart paper. Encourage students to show agreement with other students' answers. Provide them with an example such as, "I agree with _____. I also love _____." As you record, you can mark an idea with a plus sign or a check mark when a student expresses agreement or says something similar. When everyone has shared, ask students if they notice any similarities: <ul style="list-style-type: none"> Did you hear any ideas that were similar to yours? Are there any ideas that you agree with? Explain that exploring what they like to read and write about helps them to be better readers and writers. Sharing their ideas and listening to others' ideas helps them get to know each other better, too. 	<ul style="list-style-type: none"> Share their ideas with the class Reflect on similarities between answers 	<p>Vocabulary</p> <p>Agree</p> <p>Similarities</p> <p>Suggested sentence starters to guide discussion:</p> <p>I agree with _____.</p> <p>I also like _____.</p> <p>My idea was similar to _____'s idea. We both love _____.</p>
---	--	---	---

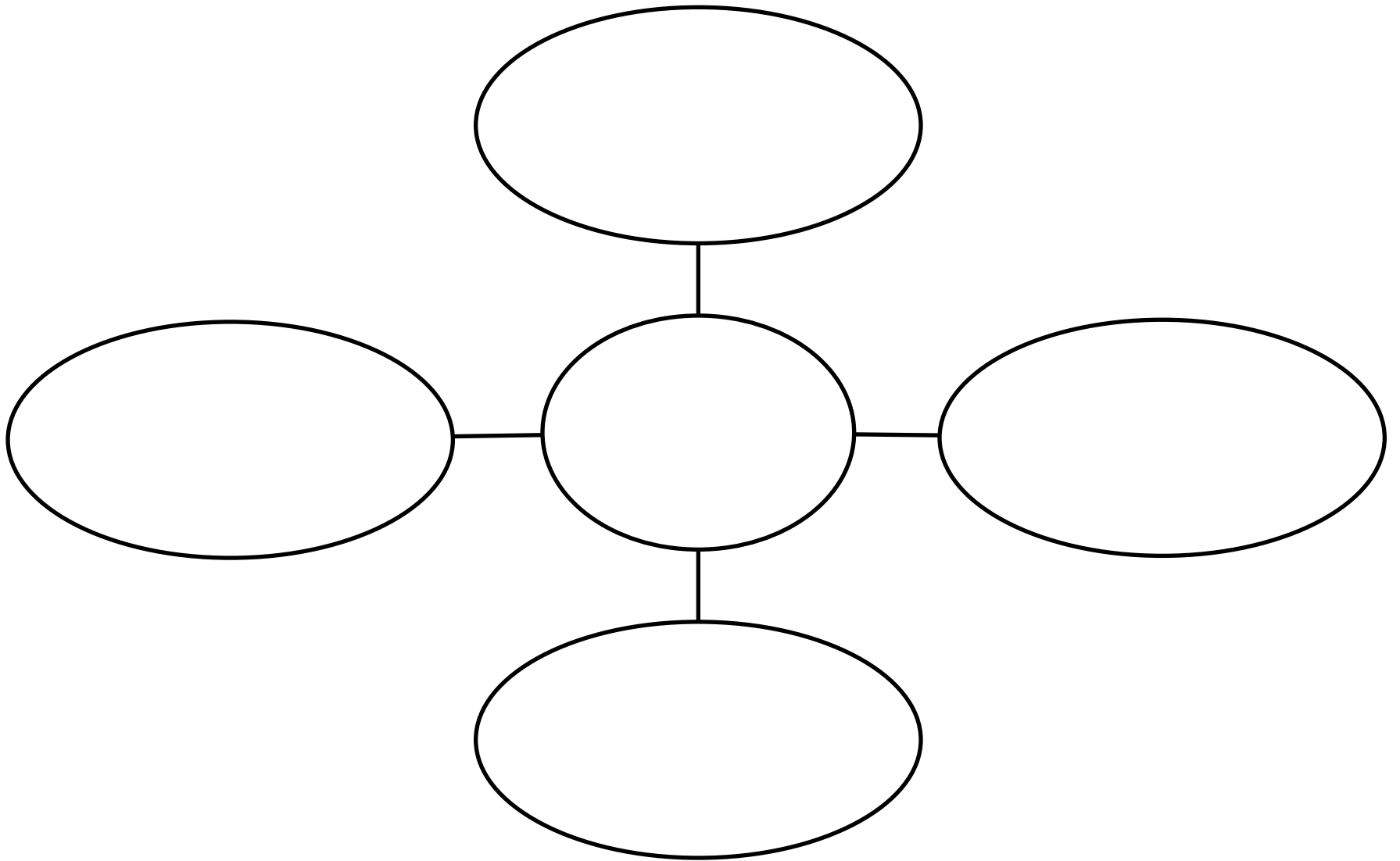
Equity Pause**Teacher
Reflection
After the
Lesson**

- Overall, how did the lesson go? From your perspective? From your students' perspective?
- Which of your students engaged fully in the lesson? Who did not? How do you know?
- How might your instructional choices have affected the experiences of your students with different identities during the lesson?
- What are the implications for your next steps for relationships and community building? For responsive instruction?

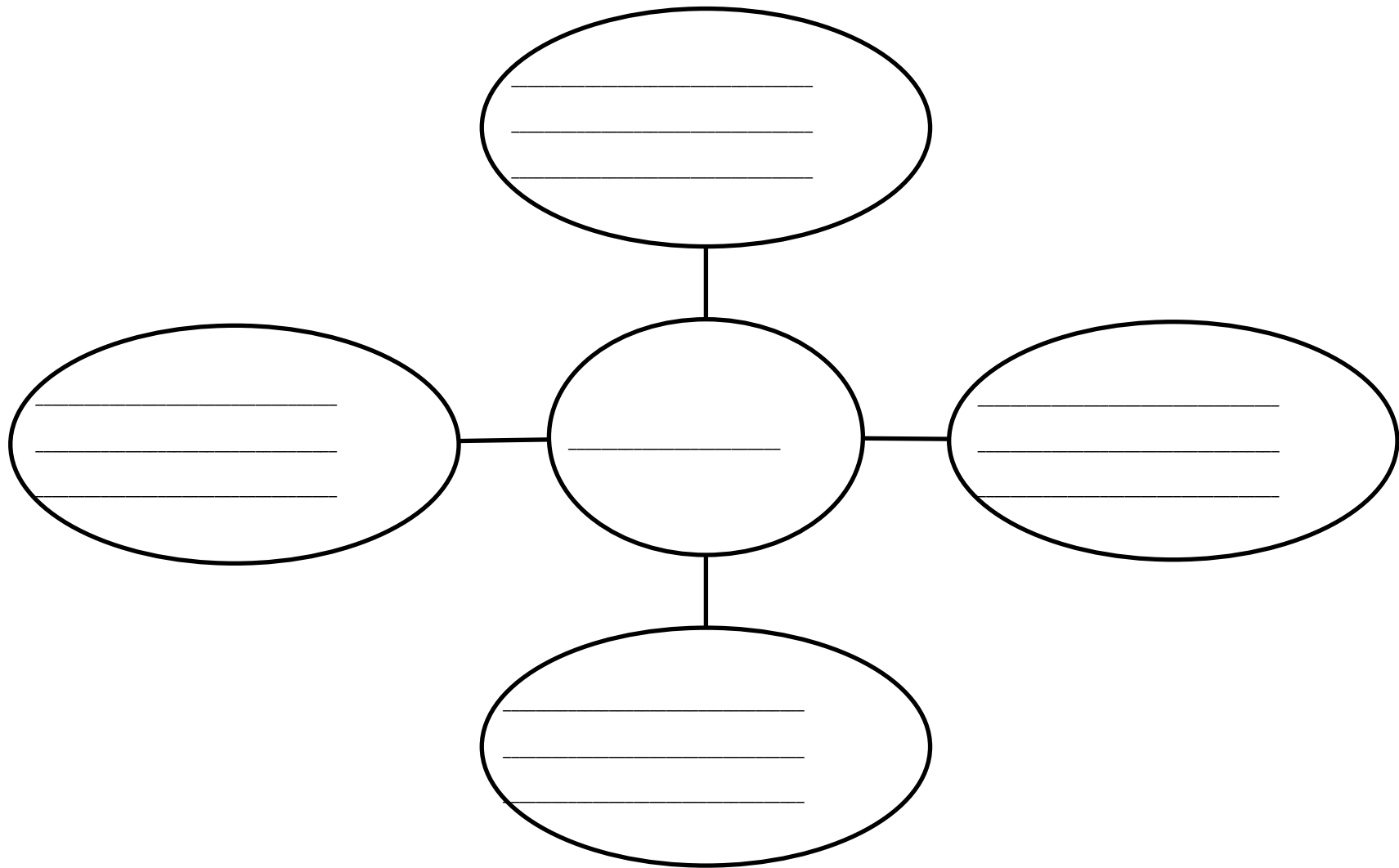
Student Materials

The following materials accompany the lesson plan for the K-2 ELA lesson.:

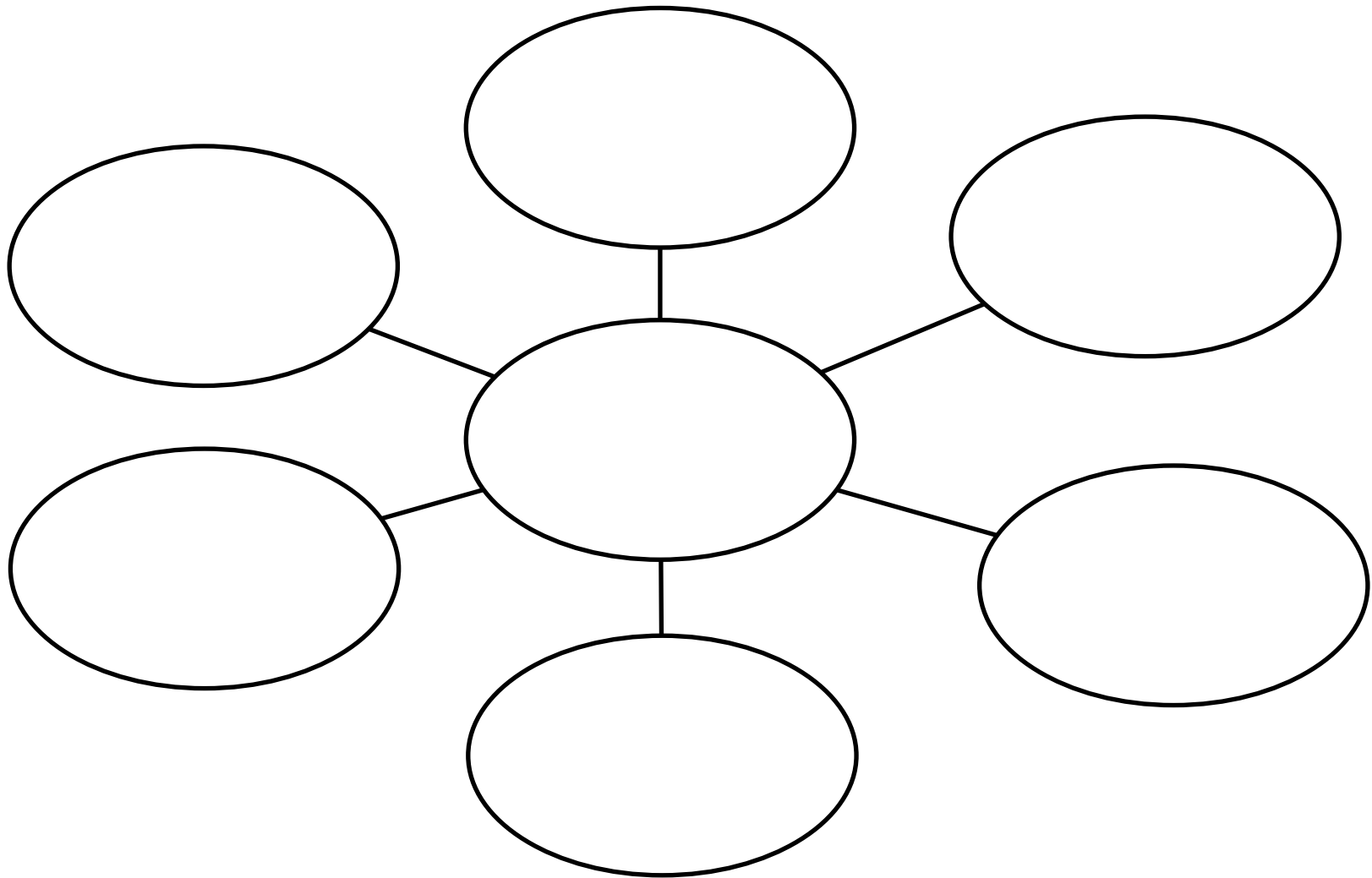
Graphic Organizer 1



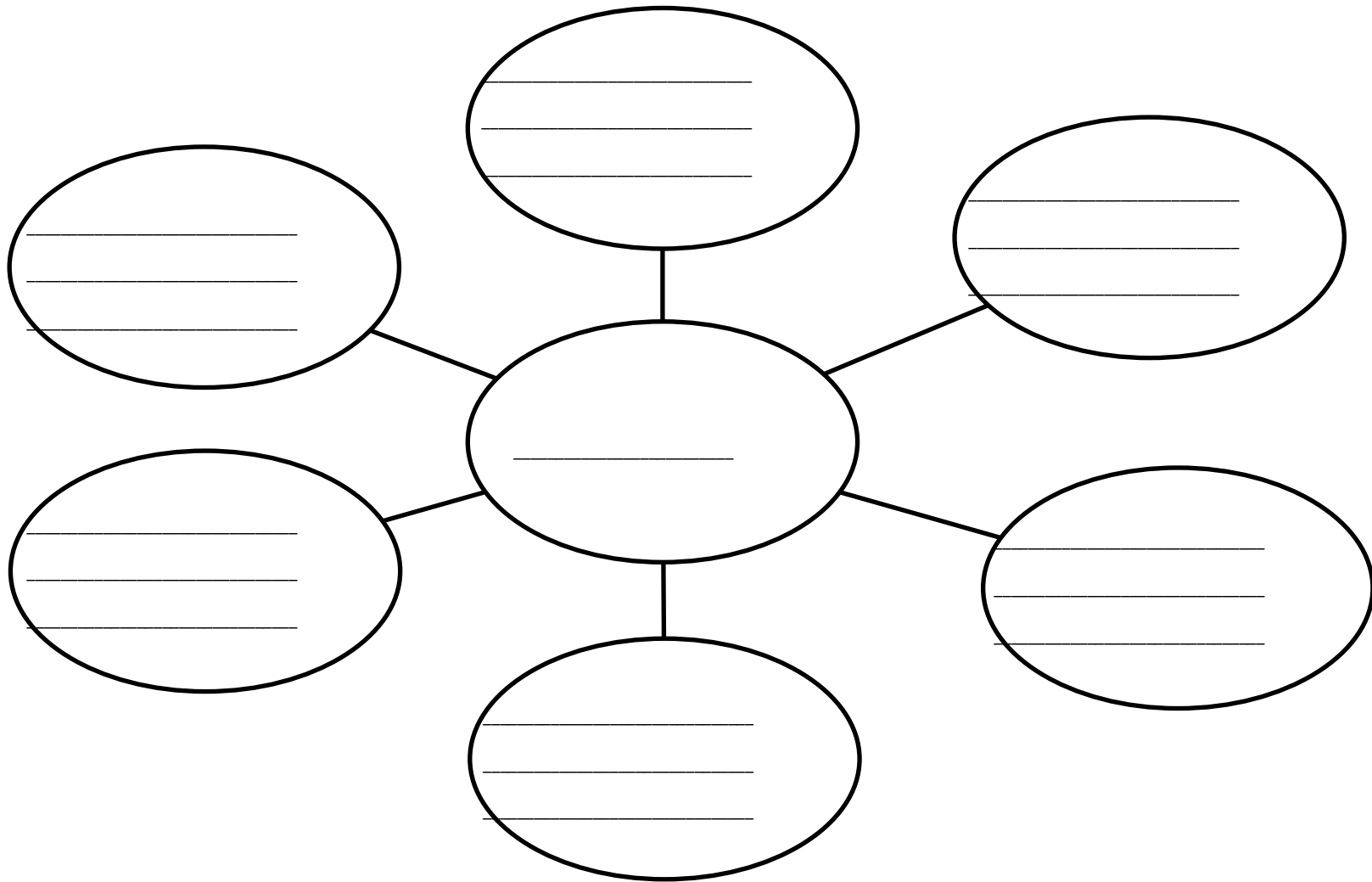
Graphic Organizer 2



Graphic Organizer 3



Graphic Organizer 4



Sample Lesson: 3-5 English Language Arts, Day 1

Lesson Plan

About the lesson

This lesson uses the book *Say Something!* by Peter H. Reynolds. This text is available in the Spanish Translation *¡Di algo!* The teacher should use this book as a read aloud to introduce students to self-expression. This lesson also provides students with the opportunity to explore their identities as readers and writers. This will set the stage for following ELA lessons and allow students to better get to know themselves and each other.

Objective

Students will explain their identities as readers and writers.

Standards

- SL.3.1, SL.3.1.B, SL.3.3, SL.3.4
- SL.4.1, SL.4.1.B, SL.4.1.C, SL.4.4
- SL.5.1, SL.5.1.B, SL.5.1.C, SL.5.4

Culturally Responsive Framework Focus Areas

- **Element A1** - Socio-cultural/ Self Awareness
- **Element B1** - Understanding Learners Individually and Collectively
- **Element C3.3** - Collaborative Discussions (Discourse)

SEL Skills

Self-Awareness 1D: I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.

- I can describe my personal strengths-the qualities I have that make me successful in various circumstances.
- I can identify and describe my personal identity including cultural and linguistic assets, race, ethnicity, disability, etc.
- I can describe and prioritize personal skills and interests I want to develop.

Preparation

- Determine a procedure for partner talk and plan how you will introduce and practice this procedure with students.

Example procedure:

- Assign partners ahead of time.
- Have students decide who will go first.
- Provide students with sentence starters to support MLLs.
- Have students take turns talking.
- Remind students to listen carefully to their partners. They may be asked to share what they remember from the group.

- Prepare to share one of your favorite memories of reading and writing so that students can have an example before they're asked to share their memories of reading and writing.
- Locate the text *Say Something* by Peter H. Reynolds from the library. If you are not able to find a copy at the library, this [read aloud version](#) on YouTube can be used.
- Record and display the guiding questions and sentence stems for discussion in each section of the lesson plan.
- Display the questions in the Chew section of the lesson plan in a manner so that you can record answers during the Review section. For example, you could put each question on a separate piece of chart paper so that you can record answers under each one.
- Determine which graphic organizers you'd like students to use from the supporting materials for this lesson. You can choose one graphic organizer that best fits the needs of your students or you can offer them a choice of which graphic organizer they think is best for them. You can also choose to copy the graphic organizer of your choice and distribute it to students or you can choose to have them create their own graphic organizer on a piece of paper.
- Create an example graphic organizer displaying parts of your identity as a reader and writer.

Scaffolds for the Range of Learners

- Sentence starters for support in discussions and writing
- Graphic Organizer

Assessment

- Finished assignment
- Observations discourse throughout lesson
- Take time for an Equity Pause. This pause will allow you to reflect on the lesson, focusing specifically on how the lesson went, as well as how your instructional decisions helped lead to equity for students.

Procedures

"Ignite, Chunk, Chew, Review" lesson structure from: Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.

	Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>Ignite</p> <p>Activate & Connect</p> <p>5 minutes</p>	<ul style="list-style-type: none"> • Use a strategy such as call and response to signal to students that you are going to start the ELA lesson. • Explain to students that they are all readers and writers- they listen to, read, and write books, stories, and articles to learn about many different topics. Today they are going to talk about what they like about reading and writing. To start this process, they are going to first think about 	<ul style="list-style-type: none"> • Think about experiences they have had reading and writing in the classroom. <p>Guiding questions to use:</p> <ul style="list-style-type: none"> ○ What do you remember about reading and writing in school last year? ○ What did you love about reading and writing? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Remember • Reading • Writing

Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>when they have spent time reading and writing.</p> <ul style="list-style-type: none"> Share a quick story with students about a time that you spent reading or writing. Keep your story general so that even students who have not been in an ELA class can relate to the story. List some parts of the experience that you enjoyed (i.e., the type of text you were reading, how you were reading it), some things that come easily to you when reading, and some things you find more difficult. Have students think about a memory they have of reading or writing. This could be at home or in school. Guiding questions to use: <ul style="list-style-type: none"> What do you remember about reading and writing? What did you love about it? What did you not like? <p>They can write down ideas if they want or they can think in their minds.</p> <ul style="list-style-type: none"> Partner Talk: Tell students that after they've had a chance to think about their memories of reading and writing, they will have a chance to share with a partner. You may want to explain the procedure and model for students so they know what is expected of them. It is recommended that this partner talk be very brief so that it 	<ul style="list-style-type: none"> What did you not like? Engage in Partner Talk Procedure: <ul style="list-style-type: none"> Share experiences with a partner. Listen to the partner and respond with questions and thoughts. Share out ideas for the whole class. 	<p>Suggested sentence starters to guide thinking/writing:</p> <ul style="list-style-type: none"> The books I read were ____. I loved to ____. I didn't like to ____. I liked to read/write about ____. <p>Note: You may want to remind students that when we talk about memories, we use the past tense.</p>

Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>provides each student with the opportunity to say one or two ideas only. This is a great way to practice the activity.</p> <p>Suggested Partner Talk Procedure</p> <ul style="list-style-type: none"> ○ Assign partners ahead of time. ○ Have students decide who will go first. ○ Provide students with the sentence starters above to support MLLs. ○ Have students take turns talking about their memories. ○ Remind students to listen carefully to their partners. They may be asked to share what they remember from the group. ● Call on a few students to share what his or her partner remembers about reading and writing last year. 		

	Teacher Actions	Student Actions	Supports for Multilingual Learners
<p style="color: #00AEEF; text-align: center;">Chunk</p> <p style="text-align: center;">Introduce New Information</p> <p style="text-align: center;">15 minutes</p>	<p>Read Aloud (10 minutes)</p> <ul style="list-style-type: none"> ● Tell students that today, they will explore their identities as readers and writers. Identity is a word that describes who you are. They will start to explore their identities through talking about what they like and don't like. Knowing who you are as a reader and writer will help you love to read and write and will also help you grow. ● Explain that there are so many ways to use words when you are reading and writing and before they explore their identities, you are going to introduce the book <i>Say Something!</i> by Peter H. Reynolds by explaining that you will be reading about ways people can express themselves, or talk about things they care about. They will hear about different ways to use words and actions in a powerful way. ● Explain that students should actively listen to the story and then you will discuss the story as a group. Review the agreed upon norms for classroom read alouds. You may want to model this yourself or with a student. <p>Discussion (5 minutes)</p> <ul style="list-style-type: none"> ● Guide students in a brief discussion of the book. As you are discussing the book with students, help them make the connection that people can express themselves in so many different ways that are true to their 	<ul style="list-style-type: none"> ● Actively listen to the read aloud according to classroom norms. ● Participate in discussion <p>Possible Questions:</p> <ul style="list-style-type: none"> ○ What are some of the ways people "said something" in the book? ○ Why do you think people were able to say things in so many different ways? ○ What did all of the messages in this book have in common? Why are they important? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Identity (who you are) ● Express yourself (show or tell people how you are feeling) ● Powerful (important, special) ● Different (not the same) ● In common (same) <p>Suggested prompts and sentence starters to guide thinking/ writing:</p> <ul style="list-style-type: none"> ● Did the people in the book only use words to express themselves? ● Go back and have students identify some of the ways people expressed themselves drawing their attention to how they are different (you may want to model this for one example). ● Clarify new vocabulary related to feelings from the text (lonely, brave, angry, peaceful) by acting out the words. <ul style="list-style-type: none"> ○ What are some of the ways people "said something" in the book? ○ Why do you think people chose to express themselves (how they were feeling) in different ways?

	Teacher Actions	Student Actions	Supports for Multilingual Learners
	<p>identities and that these expressions are powerful. It is possible that students will share experiences they've had with protests. It is important to honor those experiences and let students share their feelings around them.</p> <p>Possible Questions:</p> <ul style="list-style-type: none"> ○ What are some of the ways people "said something" in the book? ○ Why do you think people chose to express themselves (how they were feeling) in different ways? ○ What did all of the messages (or things people had to say) in this book have in common? Why are they important? <ul style="list-style-type: none"> ● If time permits, you can have students turn to a partner to share an answer to one or more of the questions. 		<ul style="list-style-type: none"> ● <i>People expressed themselves in different ways because_____.</i> <ul style="list-style-type: none"> ○ What did all of the messages in this book have in common? Why are they important?
<p>Chew</p> <p>Process New Information</p> <p>15 minutes</p>	<ul style="list-style-type: none"> ● Explain to students that in ELA class this year, they will be given the opportunity to say a lot and to read a lot and they will have a lot of choices in what they read and write. Explain that thinking about what you love about reading and writing will help you figure out who you are as a reader and writer. ● To set up the activity, show students an empty example graphic organizer and the following questions: 	<ul style="list-style-type: none"> ● Consider the following questions: <ul style="list-style-type: none"> ○ What do you love about reading and writing? ○ What kinds of things do you love reading about? ○ What is one thing about reading and writing that is easy? 	<p>Suggested sentence starters to guide thinking/writing:</p> <ul style="list-style-type: none"> ● I love reading _____ books. ● I love reading about _____. ● I love reading because _____. ● I love writing because _____.

Teacher Actions	Student Actions	Supports for Multilingual Learners
<ul style="list-style-type: none"> ○ What do you love about reading and writing? ○ What kinds of things do you love reading about? ○ What is one thing about reading and writing that is easy? ○ What is one thing about reading and writing that is hard? <p>Explain that they can use the questions to guide their thinking as they complete the graphic organizer.</p> <ul style="list-style-type: none"> ● Share your completed organizer with the students, highlighting the different ways you interact with texts and express themselves through writing. ● Distribute the template graphic organizer or have students create their own by drawing a circle in the middle of the paper and several circles attached to the middle circle with lines. ● Have students write their names in the middle circle and explain that they will fill in the outer circles with answers to the questions above. Encourage them to complete the graphic organizer in any way that makes sense for them, but remind them to put a different idea in each circle and to be clear with each answer. For example, if they love reading fantasy novels, they should write “I love fantasy novels or “love fantasy”. They don’t need to answer every question if they don’t want to and they 	<ul style="list-style-type: none"> ○ What is one thing about reading and writing that is hard? <ul style="list-style-type: none"> ● Complete the graphic organizer ● Share ideas with the class 	<ul style="list-style-type: none"> ● Writing is hard when _____. ● Writing is easy when _____. ● Reading is hard when _____. ● Reading is easy when _____. <ul style="list-style-type: none"> ● Work with smaller groups of students to allow for conversation before writing. Ask students the questions and capture their thinking in a shared place (i.e. chart paper) ● If students struggle with identifying what they love to read or write about, ask them what they would like/ wish to read or write about this year. <p>For beginning proficiency students, provide them with examples of books on different non-fiction topics. Show them the cover and ask them if the topic is something that they would like to read or write about. Assist them in capturing their response in the graphic organizer.</p>



Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>could come up with other categories that aren't addressed in the questions.</p> <ul style="list-style-type: none"> • Provide sentence starters for students to use if they'd like. <p>Possible sentence starters:</p> <ul style="list-style-type: none"> • I love reading _____ books. • I love reading about _____. • I love reading because _____. • I love writing because _____. • Writing is hard when _____. • Writing is easy when _____. • Reading is hard when _____. • Reading is easy when _____. <ul style="list-style-type: none"> • Encourage students to spend some time thinking about answers to the questions before they start answering. • Have students fill out their graphic organizers on their own, using the sentence starters as necessary. • Remind students that the sentence starters are available if they need them. 		

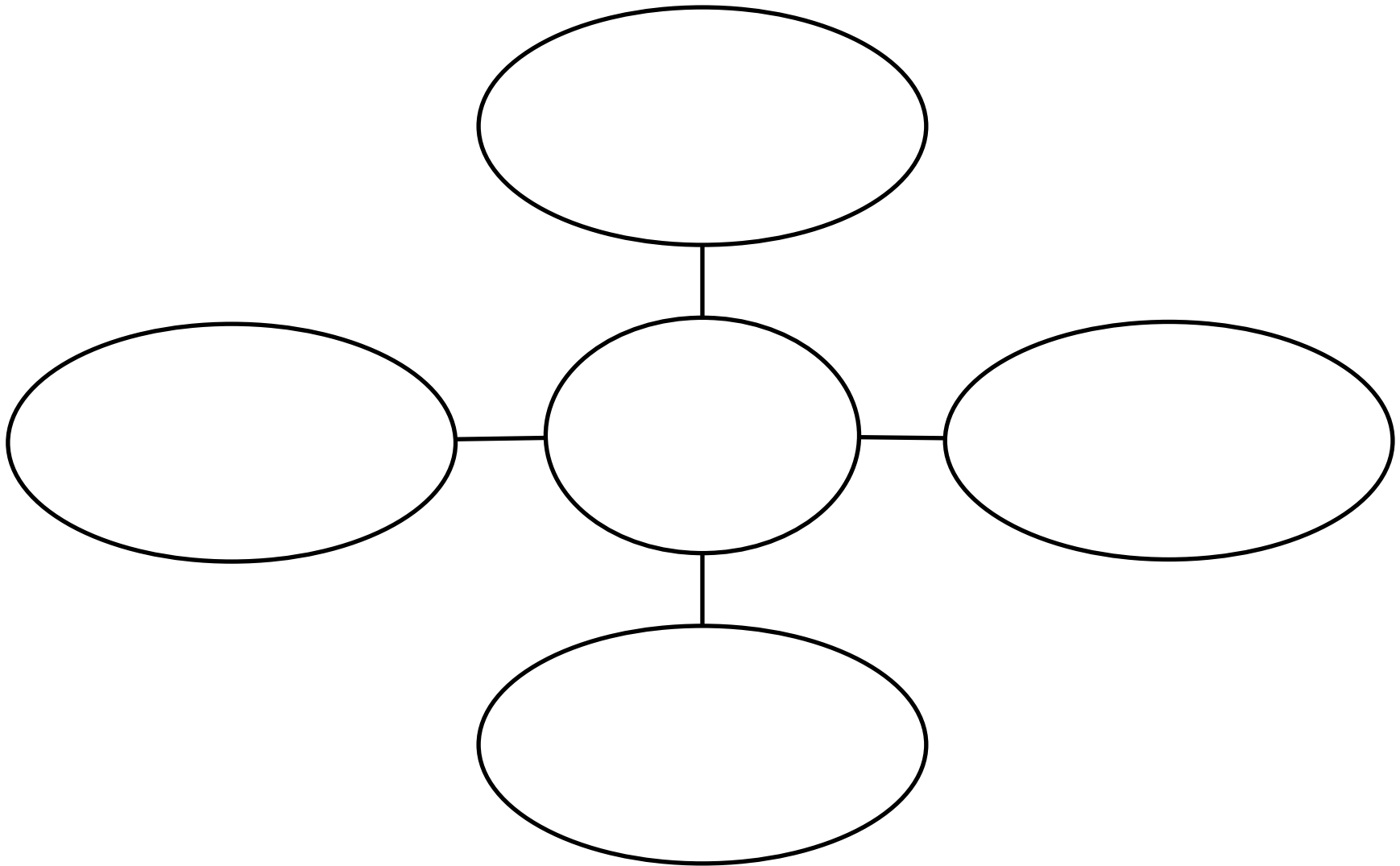
	Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>Review</p> <p>Apply New Information</p> <p>10 minutes</p>	<ul style="list-style-type: none"> Bring the class back together to have the students share out their ideas. To prepare for sharing out, display the questions you asked students to consider, with room to record their answers underneath. This could be on chart paper, a white board, or a projector. Invite all students to share out at least one of their ideas for the whole class as you write their thoughts on a large piece of chart paper. Encourage students to show agreement with other students' answers. Provide them with an example such as, "I agree with _____. I also love _____." As you are recording, you can mark an idea with a plus sign or a check mark when a student expresses agreement or says something similar. When everyone has shared, ask students if they notice any similarities: <ul style="list-style-type: none"> Did you hear any ideas that were similar to yours? Are there any ideas that you agree with? Explain that exploring what they like to read and write about helps them to be better readers and writers. Sharing their ideas and listening to others' ideas helps them get to know each other better, too. 	<ul style="list-style-type: none"> Share their ideas with the class Reflect on similarities between answers 	<p>Vocabulary</p> <p>Agree</p> <p>Similarities</p> <p>Suggested sentence starters to guide discussion:</p> <p>I agree with _____.</p> <p>I also like _____.</p> <p>My idea was similar to _____'s idea. We both love _____.</p>

	Teacher Actions	Student Actions	Supports for Multilingual Learners
<p>Equity Pause</p> <p>Teacher Reflection After the Lesson</p>	<ul style="list-style-type: none"> • Overall, how did the lesson go? From your perspective? From your students' perspective? • Which of your students engaged fully in the lesson? Who did not? How do you know? • How might your instructional choices have affected the experiences of your students with different identities during the lesson? • What are the implications for your next steps for relationships and community building? For responsive instruction? 		

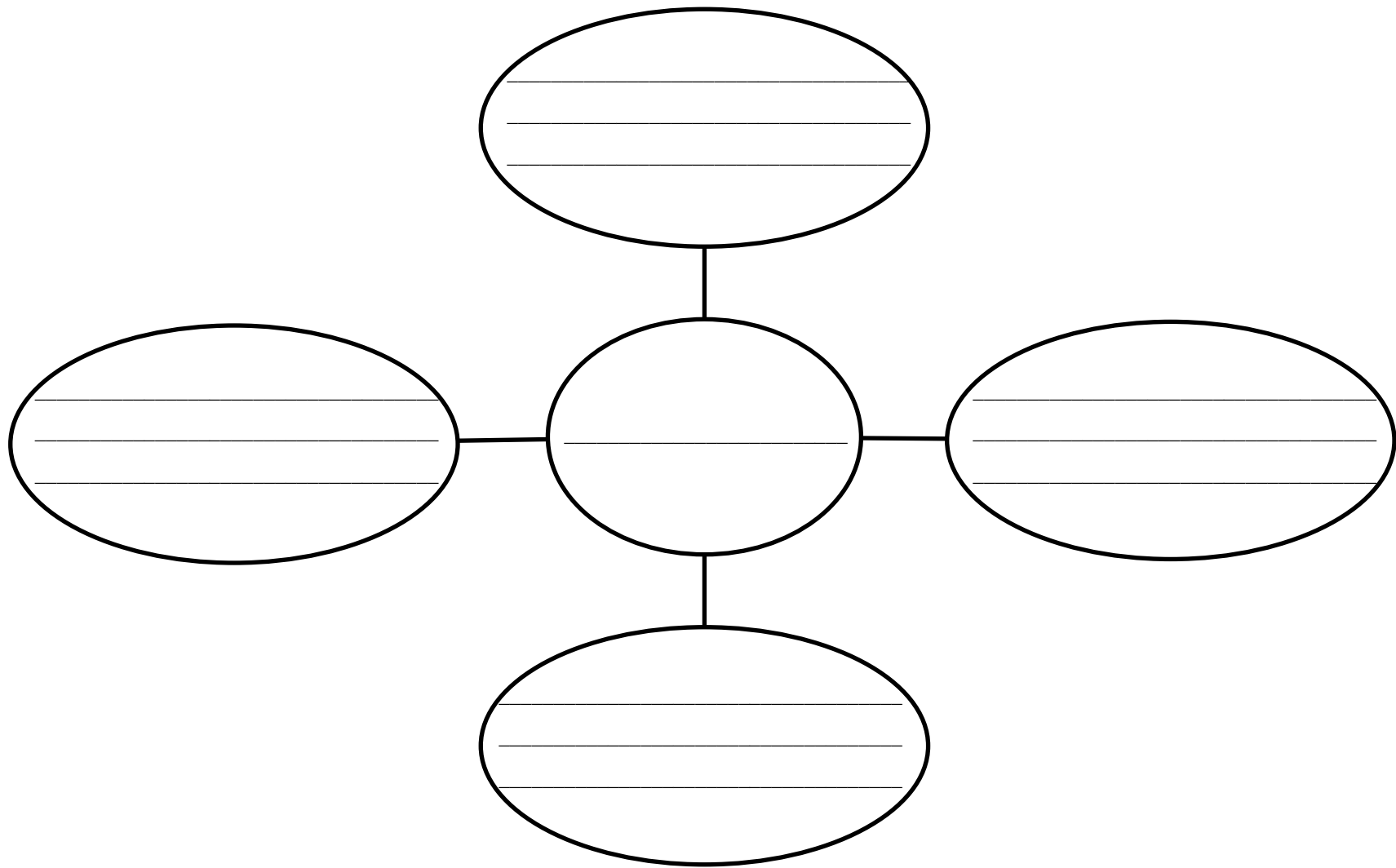
Student Materials

The following materials accompany the lesson plan for the 3-5 ELA lesson for day 1:

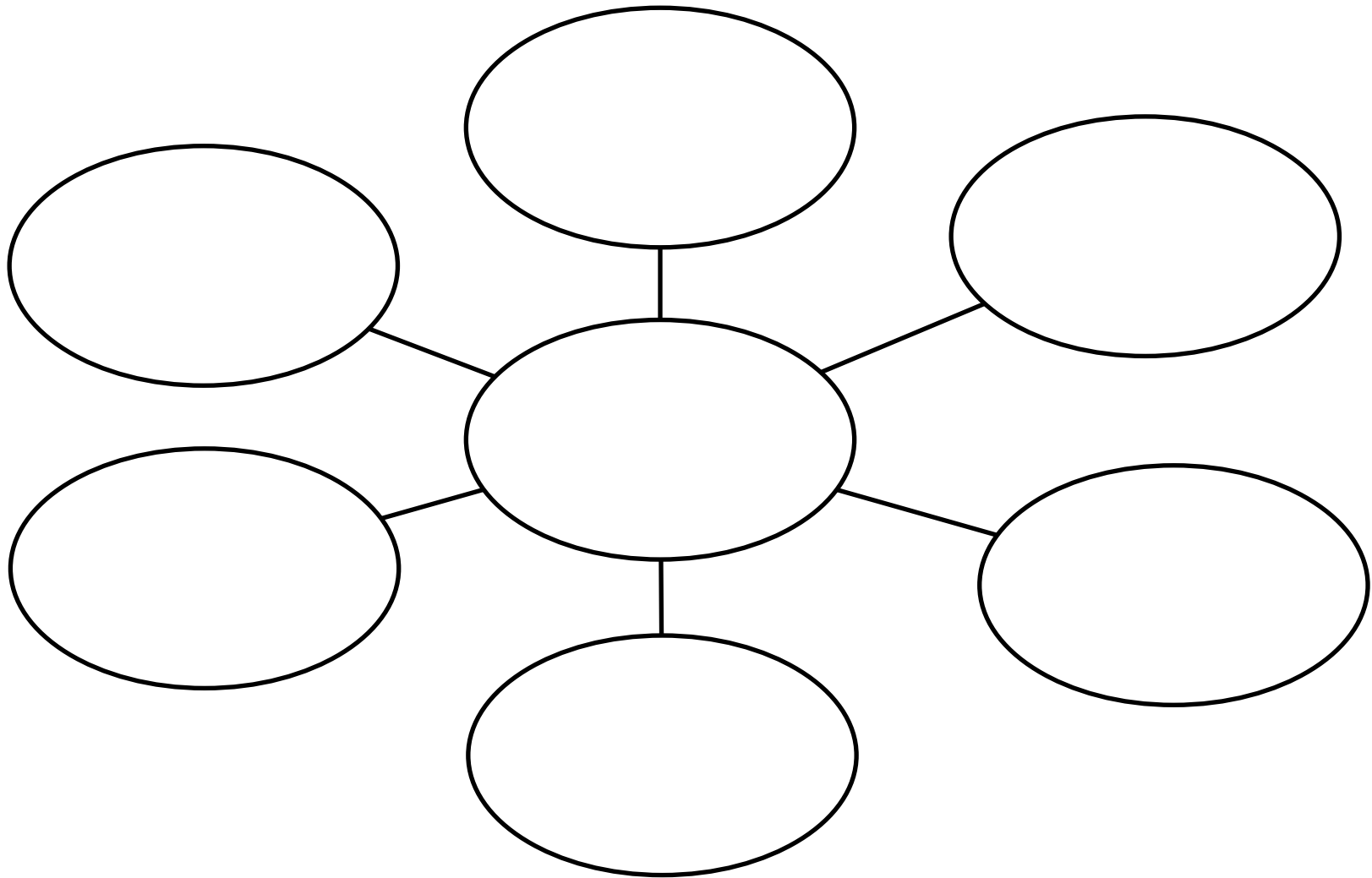
Graphic Organizer 1



Graphic Organizer 2



Graphic Organizer 3



Graphic Organizer 4

