

Mary Gedge

Oral Language Lesson Plan

11th-12th Interior Design II

Content Objective: 20.0110-0801-The students will identify various textiles and factors that lead to the selection of specific textiles.

Language Objective:

- The students will learn the vocabulary words⁸ of natural and synthetic textiles and its uses (drapes, carpet and clothing).
- The students will discuss and identify the natural textiles (cotton, linen, silk, and wool) and synthetic textiles (acetate, acrylic, nylon, olefin, polyester, rayon).
- The students will read about the characteristics of natural and synthetic textiles.
- The students will form sentences of natural and synthetic textiles.

Instructional features:

Activities and Procedures:

- Background Knowledge Motivator- With the class in a circle, the teacher will say, "This is a carpet sample, what is it made of?" and then she'll pass it around. "These are drapes, what are they made of?" "This is clothing, what is it made of?" The students will fill out a worksheet "What is it made of?" and be required to write down what each sample is made of. (A word box will be available on each worksheet.)
- Creating a word wall^{3, 8, 9}the teacher will continue to introduce the vocabulary words for the natural and synthetic textiles. First, the teacher will show the sample and say what it's made of, "This is a natural textile, cotton"-holding up a sample of cotton- "This is a synthetic textile, nylon"-holding up a sample of nylon. Second, the teacher will place signs for natural and synthetic textiles on the wall and have the students place the samples under the correct textile.
- In **heterogeneous groups**^F, the students will use a Cloze¹ worksheet while referring to the word wall. Questions to each other will be asked like, "What is a carpet sample made of?" "What is one synthetic textile?"
- Individually, the students will read about the natural and synthetic textiles. Before they begin reading, the students will use a KWL chart⁴ to let them make goals of what they want to read. During the reading, the students will use a reading log⁷.
- In **homogeneous groups**, the students will form sentences². Sentences like: "I want to buy (clothes, drapes or carpet) made of (cotton, linen, silk, wool, acetate, acrylic, nylon, olefin, polyester, rayon) because (positive characteristics of the textile).

Adaptations for ELL students:

<p>Level AB- Pre-emergent/Emergent</p> <p>A-(Students have a limited or no understanding of oral or written language English, but participate by listening. Usually respond non-verbally with pictures.)</p> <p>B-(Students begin to understand and respond to basic social greetings, simple questions, directions, and appropriate level text. They speak, read, and write using single words, short phrases, or simple sentences with support.)</p>	<ul style="list-style-type: none"> • Pronunciate the word and one word answers. • The question and answer in L1. • Students will look for the words learned during the lesson and circle them. Also pronunciate the sentence which those words are in. • The students will fill in the sentences with the words. The sentences may be written in L1.
<p>Level C- Intermediate</p> <p>(Students understand common words, phrases and everyday topics and participate in content area discussion and tasks. They use simple, comprehensible sentences and questions. May struggle with academic language.)</p>	<ul style="list-style-type: none"> • The students will be required to answers the teacher in English. • The students will ask each other in full sentences. • They will only be required to read the sentences where the vocabulary words are being introduced. • These students will tell two other people their sentences.
<p>Level DE- Advanced/Fluent</p> <p>D-(They participate actively in most social and classroom tasks, use idioms and more content -specific language. They read and write independently for personal and academic purposes and in various topics.)</p> <p>E- (Understand BICS and CALP language well. Participate fully in all content areas at grade level. Comprehends complex structures and academic language. Students have exited from the program and are involved in mainstream classes. May need occasional help.)</p> <p>Dr. Lisa Pray-USU Assistant Professor</p>	<ul style="list-style-type: none"> • None • None • May need to have a few passages translated in L1. They will read all the passages. • They will be required to make more sentences than just one. They will need to describe more.

ELL instructional strategies:

1. Herrell and Jordan Cloze (pg. 231)
2. Herrell and Jordan Vocabulary Processing (Figure 30.1, pg.177)
3. Herrell and Jordan Word Walls (samples of textiles, pg. 183)
4. Metacognitive KWL chart (Neil J. Anderson article)
5. Metacognitive Self-assessment (Neil. J. Anderson article)
6. Metacognitive Selective attention (Herrell and Jordan, pg. 248)
7. Cognitive Reading logs ("Using Cognitive Strategies to Develop English Language and Literacy" article)
8. Cognitive Referring (Herrell and Jordan, pg. 248)
9. Cognitive Classifying (Herrell and Jordan, pg. 248)

Grouping:

- **Heterogeneous**-For the discussion of the natural and synthetic textiles
- **Homogeneous**-For the writing of sentences.

Assessment:

Formative: Make an anecdotal record of the student's oral progress during group work; pg. 74 in "Authentic Assessment for English Language Learners" may be used to guide the assessing.

Summative: "Oral Language Portfolios" (*Authentic Assessment for English Language Learners*, pg. 90). The teacher gives notes to the students, in a student's oral portfolio, of how well they're doing.