

## ELA LESSON PLAN

| OVERVIEW   |  |
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| <b>Lesson #9: Introduction to Outlines</b>   | <b>Unit Title: The Science and Culture of Water</b>  |
| Length of Lesson: <b>1 hour</b> # of Classes: <b>1</b>   | CCRS and GLE Range: <b>2-3.9</b> Class Level: <b>ABE 100</b>   |
| STAGE 1 – PLANNING for DESIRED RESULTS   |  |
| LESSON OBJECTIVES  |  |
| <p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand the meaning of the word outline</li> <li>Understand the difference between an outline and a paragraph or poem</li> <li>Identify the setup of a basic two/three step outline</li> </ul>  |  |
| CCRS/EA LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES   | KEY INSTRUCTIONAL SHIFTS   |
| <p>R.2.B Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>W.4.B Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.3.B Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | <p><i>Indicate those addressed in this lesson:</i></p> <p><input type="checkbox"/> Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts</p> <p><input type="checkbox"/> Build knowledge through content-rich nonfiction</p> |
| ESSENTIAL QUESTION(S) <i>(optional)</i>  |  |
| <p><b>How is an outline different from a paragraph or a poem?</b></p> <p><b>Why might an outline be a helpful tool?</b></p>  |  |
| PRIOR KNOWLEDGE NEEDED   |  |
| <p>Note taking, paraphrasing skills, and concepts about Ancient and Modern Egypt taught in previous units.</p>   |  |
| STAGE 2 – EVIDENCE of LEARNING   |  |
| <p><i>Ways that students and I will know the extent to which objectives have been met:</i></p> <ul style="list-style-type: none"> <li>Notes from class discussions</li> <li>Whole class, group, and individual activities</li> <li>Student reflection</li> </ul>   |  |

## STAGE 3 – ACTION

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| <b>MATERIALS</b>   | <ol style="list-style-type: none"> <li>1. Sorting activity</li> <li>2. Chart of steps for the presentation</li> <li>3. Notes on ancient Egypt (add any student notes to what has been gathered on chart paper)—<i>see end of lesson plan</i></li> <li>4. Colored dots</li> </ol>   |
| <p><b>INTRODUCTION</b><br/><i>Guiding Question</i></p> <ul style="list-style-type: none"> <li>▪ <i>Why is this important for students to learn? (hook, connection, relevance)</i></li> </ul> <p><b>BODY</b><br/><i>Guiding Questions</i></p> <ul style="list-style-type: none"> <li>▪ <i>What text(s) will be the basis of this lesson?</i></li> <li>▪ <i>What academic and content vocabulary will students learn?</i></li> <li>▪ <i>What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?</i></li> <li>▪ <i>What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?</i></li> <li>▪ <i>What opportunities will students need for scaffolding and differentiation?</i></li> <li>▪ <i>How are the CCRS Instructional Shifts for ELA evidenced in student performance?</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Explain to the class that we are going to start out with a quick sorting activity. Divide the class into groups and hand each group a packet of prepared cards.</li> <li>2. Explain that each of the packs of cards contains information that needs to be sorted out. Each group will take a few minutes to sort their pile of cards in a way that makes sense to them.</li> <li>3. After everyone has a chance to sort their pile, have groups report out on what they sorted (doing laundry, grocery shopping, doing dishes, making a meal). Through discussion, help the class to see that each group had a particular chore. Each of the packs had one card that gave a general idea of the chore, and the other cards were all details about the chore in question. Post each set of cards so that the whole class can see each of the sets.</li> <li>4. Refer to the list that gives the steps to preparing for the presentation. Point out that today we are going to work on outlines, and in fact we just made one. Explain to the class that outlines are a way to organize information so that it has an order and is easy to follow. Explain that there is a certain pattern that outlines follow. Go back to the chore outline, and label each line with either a roman numeral or with a number to indicate topic and sub topic. Give the list a title as well.</li> <li>5. Refer to the presentation chart that lists what is expected. Review what is expected and remind students that this is something that we want to keep in mind as we work.</li> <li>6. Briefly review what we have covered over the past several lessons as we studied ancient Egypt. Tell the class that today we are going to use this information and practice putting our notes into an outline.</li> <li>7. Explain that there are many ways to gather notes for an outline – some people use note cards, some use colors as they go through their notes, etc. Remind them that we may not use all of the information we gathered, and that is okay.</li> <li>8. Look back at the notes that we took on the chart paper (before class, add any individual student notes so that all of the information needed is on charts). Look at the information and as a class decide on some general headings (geography of Egypt, ancient Egypt, modern Egypt) These will be our roman numeral headings</li> <li>9. Use colored dots and model how to look through our information for things that go with each topic – then students can walk around with colored dots and decide what might go where.</li> </ol> |

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| <p><b>CLOSING</b><br/> <i>Guiding Question</i><br/> <i>How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?</i></p> | <p>10. Discuss how this is not a ‘perfect science’ and that there are no hard and fast rules – things may fit into one or more places.</p> <p>11. Cut up the sentences according to color, and then place them under the correct heading</p> <p>12. Once we have it all sorted, if it seems appropriate, explain that sometimes we might want to sort a heading even further, to add another layer to the outline. Model how to sort into another level.</p> <p>13. Look at and discuss the final product – does the order make sense? Does anyone want to suggest any changes or wonder about placement of the information? Is there anything we want to add or delete?</p> <p>14. Assign a student written reflection (or solicit oral responses) using these questions as a guide:<br/> <i>Is this the first time that you have worked with an outline?</i><br/> <i>Does this make sense to you? What questions do you have?</i><br/> <i>Are there parts that are confusing or that you would like to have explained again?</i></p> <p>15. Collect the responses to inform further lessons.</p> |
| <p><b>POST-TEACHING REFLECTION</b><br/> <i>Guiding Question</i><br/> <i>What changes or adaptations would I make?</i></p>  |  |

Use these links: [“Standards-Aligned Classroom”](#), [Instructional Planning Guide for ELA](#), [“Three Key Shifts”](#)

➔ See attached: **Cards for Sorting Activity**

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| <p>Gather all of the dirty clothes.</p>   | <p>Sort the dirty clothes into piles by color.</p> |
| <p>Put one load of laundry into the washing machine.</p>                            | <p>Doing Laundry</p>                               |
| <p>Take the clean clothes out of the washing machine and put them in the dryer.</p> | <p>Make a grocery list.</p>                        |
| <p>Grocery shopping</p>   | <p>Check for coupons.</p>                          |

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| <p>Get a grocery cart from the front of the store.</p>                 | <p>Unload the cart at the checkout.</p>    |
| <p>Check to be sure you have all of the ingredients that you need.</p> | <p>Set the table</p>                       |
| <p>Making Dinner</p>   |  |
| <p>Decide what you want to make for dinner.</p>                        | <p>Put the cooked dinner on the table.</p> |

Clear the table.

After Dinner Clean Up

Load the dishwasher.

Wipe the table.

Put away the  
leftovers.