

Text Structure (What is a Vaccine?) Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Text Structure (What is a Vaccine?)
Lesson Author:	Rachel Baron
Date Created:	7/23/2021
Lesson Timeframe:	1.5 hours
Content Area(s):	ELA (Science topic)
General Topics/Skills Covered:	Reading and Writing
NRS Level(s):	NRS 4 (CCRS level D)
Prerequisite Skills:	Some experience citing textual evidence

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Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
College and Career Readiness Standards (CCRS):	Reading Anchor 5 level D: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5) (Practice only) Reading Anchor 1 level D: <i>Application:</i> cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)
English Language Proficiency Standards (ELPS) (if applicable):	N/A
Target Grammar/Language Forms (for ESL):	N/A
Standards for Mathematical Practice:	N/A
Foundation Skills Framework (Workforce Skills):	Reads with understanding Writes clearly and concisely
Digital Literacy Skills (also see checklist below):	Digital Literacy Skills: <i>Skills practiced</i> (teachers may need to include additional instruction based on student need): <ul style="list-style-type: none"> - Entering a class code and password to access online material - Navigating within a particular website - Clicking on links to access documents and videos - Answering multiple-choice and short-answer questions digitally

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Topic	Your Standards and Skills Addressed
Digital Literacy Skills Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are students taught how to find and evaluate the validity of online sources? Are they given an opportunity to practice doing so with different topics and for different tasks? <input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools, and is sufficient time provided to practice using the tools? <input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? <input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
Lesson Objective(s):	<p>By the end of the lesson:</p> <p>Students will demonstrate understanding of the vocabulary words by answering five out of six multiple choice questions correctly.</p> <p>Students will successfully analyze the text structures of four out of five selected sections of a nonfiction text.</p> <p>Students will use evidence from the text when answering the CommonLit multiple-choice and short-answer questions.</p>

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Lesson Objective Tips:	<ul style="list-style-type: none"> • Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)
Texts, Materials, Resources (also see checklist below):	<p>Student Lesson Guide</p> <p>Reading: “What is a Vaccine?” by Lindsey Konkel <i>accessed via CommonLit.org</i> <i>Lexile: 960; about 920 words</i></p> <p>Vocabulary: Vocabulary video (3:20) Vocabulary handout Quizlet practice Vocabulary Exercise (Google quiz) Vocabulary Exercise (Google doc)</p> <p>Reading Comprehension: Text Structure Chart Text Structure Video 1 (2:56) Text Structure Video 2 (3:49) Text Structure Activity (Google quiz) Text Structure Activity (Google doc) Text Structure Answer Key</p>
Texts, Materials, Resources Checklist:	<input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?

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Lesson Vocabulary:	Tier 2: distinguish, particular, substantial Tier 3: immune/immunity/immune system
Culturally Responsive Teaching Notes (also see checklist below):	
Culturally Responsive Teaching Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know? <input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students? <input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?
Technology/Preparation Notes:	<p>This lesson was designed to be delivered to students asynchronously. If desired, it could be adapted to live instruction, in which case the teacher should either show the videos in class or present the information live, possibly making the videos available as additional resources for students. (In that case, you may want to use this presentation for the vocabulary portion.)</p> <p>The lesson guide is the main way that students will navigate through the lesson and access the materials. You will need to edit the guide to give students the correct information for accessing and submitting the lesson components. Places that you must add information are bracketed and highlighted in yellow. As with all the other lesson documents, feel free to convert this to a Word doc or</p>

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	<p>pdf, copy and paste it into an LMS or email, or otherwise change the format to work well for your student(s).</p> <p>The vocabulary quiz and text structure activity are attached to this lesson as Google quizzes. You should make your own copy of these quizzes. You will need to generate and share the link to your version of the activity with your students so that you can collect their responses. I am also including the document versions in case you want to copy and paste them into your LMS or another application to create a quiz. Feel free to adjust these activities to meet the needs of your students.</p> <p>The original source of the text structure handout can be found here.</p> <p>Vocabulary video was made using A Powersoft Screen Recorder.</p> <p><u>About CommonLit:</u></p> <ul style="list-style-type: none">• The instructor will need to have/make a free teacher account at CommonLit.org, create a class, and invite students. This will take 15-30 minutes depending on your familiarity with similar sites and the number of students you have. If you are the first person at your organization to create a teacher account, you may need to verify that you are at an educational institution. This is usually quick and easy, but you should plan to register 2-3 working days before you will need the account, just in case. Next, search for "What is a Vaccine?," verify that the details match the information in the materials section, and assign it to the appropriate class or student(s),

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	<p>making sure to enable guided reading mode and assign all assessment questions.</p> <ul style="list-style-type: none">• Students will not see their results until you grade their written answers AND release the scores for the class. Once you release the scores for the class, students will see results as soon as you submit them. You may want to release scores as soon as you assign the article to speed up response times later.• If students submit their assignment too soon and want to go back and change their work, you can “unsubmit” student work on the Assignment Dashboard or on the Assignment Report.• CommonLit is fully compatible with smartphones and tablets and provides the option for students to hear the text read aloud and see paragraphs translated into one of 30+ languages. Students need to have at least intermittent internet access to use CommonLit. (i.e.: It’s ok if their connection goes out for less than two hours while they’re working, but they must be connected to save and submit their responses. There is no “offline mode.”) The article and questions can also be given to the student as a pdf file or as a printed document. If you choose one of these options, there will be no guided reading questions.• Here is a CommonLit quick start guide for teachers. They also provide full-page and half-page handouts to help students create accounts. There is also a video to introduce students to the CommonLit reading and assessment tools.

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	<p><u>About Google Quizzes:</u></p> <ul style="list-style-type: none">• The link will prompt you to make a copy of the quiz.• Once you make the copy, you will be looking at the teacher's side of the quiz. You can edit questions, change point values, change the color, and so on without affecting the original version of the quiz.• To share the quiz with students, click the “send” button in the top right corner of the page. Choose the “link” option to get a link you can paste into the student lesson guide.• Once they submit their answers, students will see a button with the words “view accuracy.” Clicking that will show them which of their answers were correct and incorrect. The correct answer will be given for any incorrect items. For short-answer questions, they will see, “Your teacher will give you feedback on your answer.” (Everything described in this bullet point can be changed using the settings for the quiz as a whole or for individual questions.)• Click on “Responses” in the top center of the screen to view student responses. You will see a summary of all responses as well as breakdowns by the question and the individual.• Unless you require students to use their emails to access the quiz, you will not be able to respond through the quiz. Give your students feedback on the short answer questions via your usual means of communication (email, text, LMS, etc.).• Here is a detailed video on using Google Quizzes.

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General Notes About the Lesson:	<p>Students may be interested to learn that since the article was written, a vaccine for Ebola has been developed.</p> <p>The article points out that vaccination is usually easier and safer than getting sick. If you suspect that the content may be sensitive for your students, consider planning a synchronous lesson on the topic that will allow them to ask questions and/or have a discussion.</p> <p>This is an ELA lesson and does not focus on learning the science content, although students are required to do a careful reading of the text that will certainly help them grasp its major ideas. It would work well as a supplement to a more in-depth science unit.</p>

Instructional Activities

Topic	Lesson Information
Lesson Introduction:	<p>Depending on the format of your class, you could do the introduction in person, over a video or phone call, or by making a short video. Make sure that you include the following information:</p> <ul style="list-style-type: none">• Explain that students will be reading an informational article and learning about text structure.

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	<ul style="list-style-type: none"> ● Share the lesson objectives with the students. (Student-friendly objectives are at the top of the lesson guide for students.) ● Introduce the text by saying that students will be reading an informational article about vaccines. In addition to practicing reading skills, this is a life science topic related to body systems. ● All the instructions for the lesson are in the lesson guide, so students should make sure they understand it. ● If you do not regularly focus on vocabulary in your class, you may want to say, “Understanding academic vocabulary is very important for helping you understand this reading and others that you might see in the future. Even if you already know these words in other contexts, they often have additional meanings that are not as common.” ● Encourage students to try to get the main ideas and not worry too much about details their first time through the article. If you want, you can remind them to try to answer this question as they read: “What is the relationship between vaccines and the immune system?”
Lesson Introduction Tips:	<ul style="list-style-type: none"> ● Explain how the lesson objectives will be shared with learners. ● Make connections to learners' goals and prior and future lessons.
Lesson Body, Direct Instruction:	<p>First, look over the student-facing Lesson Guide. This lesson plan offers additional information and guidance for teachers, following the numbered steps in the guide.</p>

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	<ol style="list-style-type: none"><li data-bbox="730 349 1879 592">1. Students are directed to try to answer a question as they read. I recommend having students submit these answers to you (email, text messaging, responding in your LMS, Google forms, or a quiz app would all be good ways to do this). Check to make sure that students have gotten the gist of the article, and respond promptly if a student has a major misconception.<li data-bbox="730 609 1879 771">2. Students will watch a video and read a handout with the vocabulary words and definitions. Students who want more practice can complete activities on Quizlet. If students get a score less than 5/6, consider providing additional clarification or instruction.<li data-bbox="730 787 1879 901">3. The text structure activity is made up of multiple-choice questions with detailed feedback. If students get a score less than 4/5, consider providing additional clarification or instruction.<li data-bbox="730 917 1879 1242">4. You will need to log in to CommonLit to check for student responses to the assessment questions. If you notice an unusually long gap in time before receiving the responses to the reading assessment questions, follow up with students to address any technical issues. If students miss more than one question on the multiple choice portion of the quiz, or if their answer to the short answer question is weak, consider providing additional clarification or instruction. More information about the short answer question is in the assessment section below.<li data-bbox="730 1258 1879 1372">5. The student's last task is to email you their completed lesson guide, which includes a summary of their scores and some reflection questions. If you prefer to receive this another way, you will need to edit the lesson guide.

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Lesson Body, Guided Practice:	
Lesson Body, Independent Practice:	
Lesson Body Tips:	<ul style="list-style-type: none"> ● Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. ● Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. ● Describe how and where in the lesson sequence, the instructor will model the target skills and/or tasks for the learners.
Differentiation (also see checklist below):	
Differentiation Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners? <input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility) <input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?

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Assessment:	<p>Each part of this lesson includes at least one activity that will allow you to check on your students' understanding and progress. In part one, you will just be looking for a general understanding of the text. Parts two and three include multiple-choice and short-answer questions that will allow you to gauge students' understanding of the vocabulary words and text structure. As with any lesson, you should use these opportunities to assess student skills, plan future lessons, offer additional support or instruction, and/or make adjustments to upcoming parts of the lesson.</p> <p>In part four, you will be looking at your students' responses to four multiple-choice questions and a short answer question. Question 3 is a text structure question, so you may want to pay special attention to that, especially if students struggled in the previous part of this lesson. For the purposes of this lesson, you should assess the writing using the same three questions the student saw on the lesson guide:</p> <ul style="list-style-type: none">• Did you write a complete sentence that directly answers the question?• Did you use evidence from the article to support your answer?• Did you explain how that evidence connects back to your answer? <p>You can provide written feedback in CommonLit and/or discuss students' writing during the lesson conclusion.</p>
Assessment Tips:	<ul style="list-style-type: none">• Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives.

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	<ul style="list-style-type: none"> Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
<p>Lesson Conclusion:</p>	<p>Students should answer the following reflection questions at the end of the lesson guide:</p> <ul style="list-style-type: none"> Did you learn any new vocabulary words from this lesson? What did you learn about text structure from this lesson? What do you want to remember from this lesson going forward? What do you want more practice with? <p>Read over these (and their other responses) and respond as you see fit. Your response to the students should be done on an individual basis either in writing, as a video, or live. In your response, refer back to individual students' work to show the degree to which you believe they achieved the objectives, and address any concerns they raised in the reflection questions. If possible, connect this lesson to the next one you have planned, or to something you are doing in the "live" portion of your class.</p>
<p>Lesson Conclusion Tips:</p>	<ul style="list-style-type: none"> Review lesson objectives. Provide an opportunity for student reflection. Connect to prior and future learning.
<p>Lesson Extension, Homework:</p>	

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Lesson Extension, Additional Enrichment/Practice Opportunities:	<ul style="list-style-type: none"> ● Additional activities on Quizlet ● If needed, other articles with questions focusing on standards 1 and 5 can be found by refining your search on CommonLit.
Key Shifts:	<ul style="list-style-type: none"> ● Check to ensure that your lesson addresses the Key Shifts in the CCRS.
ELA Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input type="checkbox"/> Text Complexity <input type="checkbox"/> Evidence <input type="checkbox"/> Building Knowledge
Math Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Coherence <input type="checkbox"/> Rigor

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Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?