

Example of Adapting ELA Guidebook Lessons: Hybrid/Virtual Learning

The chart below provides a possible example for how to adapt Lesson 3 from the Grade 7 unit, *Behind the Scenes*, to a virtual learning environment. The original annotated lesson plan is [available](#).

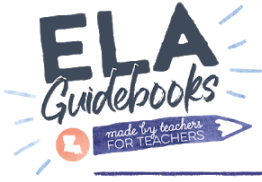
This document is meant to be a sample and is not the only way this lesson can be adapted. Teachers should consider which virtual learning platforms they have access to, what access to technology their students have, and their school schedules to adapt lessons to meet their unique needs.

Original Lesson Slide	Method of Delivery	Type of Activity and Audience	Description of Possible Adaptations
Part I			
¹ NA	Asynchronous	Support Diverse Learners Only	<p>Knowledge:</p> <ul style="list-style-type: none"> Adapt speaking notes for the Let's Set the Context slides from the Cajun Folktales grade 3 unit to be about "The People Could Fly." Create a quick video reading the slides and share with students. Provide students with the handout. <p>Language:</p> <ul style="list-style-type: none"> Create a video using an excerpt from the text to show students how when an author uses dialect, the text might look funny. <ul style="list-style-type: none"> missing word in paragraph 4 ("say" = they say) dropped word endings in paragraph 1 <p>Fluency/Language:</p> <ul style="list-style-type: none"> Create a ViewPure link with read aloud of text to safely share with students: https://www.youtube.com/watch?v=uitNI3iPrmM Ask students to listen to the read aloud as they follow along in their unit reader and annotate for unknown words/phrases. <p>Meaning</p>
1-2	Synchronous	Core Whole Class	<ul style="list-style-type: none"> Display slides and read slides to students. Remind students of the CWT. Say: "You are now going to complete the following sentence stem using the because and but to demonstrate your knowledge of what we read in lesson 2." <ul style="list-style-type: none"> Create a padlet to display the stems: <ul style="list-style-type: none"> Keckley referred to slavery as wrong because

¹ Content for supports can be adapted from the Additional Supports for Diverse Learners located in the Section folders for each grades 3 - 8 unit.

			<ul style="list-style-type: none"> ■ _____. ○ Allow students time to respond and rate the responses of peers. ○ Provide in-the-moment support for students not hitting the look-fors. <p>NOTE: Language Link 3 will not be a part of the virtual lesson.</p>
3-4	Synchronous	Core Whole Class	<ul style="list-style-type: none"> ● Display slide and read slide to students. ● Remind students that the text is located in their unit reader. ● They will need access to their T-Chart handout and conversation stems and Reading Logs in Google Classroom
5	Synchronous	Core Whole Class	<ul style="list-style-type: none"> ● Read aloud the text for the class. Use the teaching notes from the annotated lesson. ● Tell students to annotate words that describe characters and their actions (especially in paragraphs 6,8,12,13,18, and 26) to prepare for break out rooms. <ul style="list-style-type: none"> ○ “What words and phrases stand out to you?” ○ “What is the connotation of these words? Do they make you feel positive, negative, or neutral? Annotate with a + or - over words with strong connotation” ● Possible support questions annotated on lesson plan.
6	Synchronous	Core Whole Class	<ul style="list-style-type: none"> ● Tell students they are about to go into breakout rooms to complete the next task. ● Use teaching notes from the annotated lesson to define tone and provide directions for breakout rooms. ● Make small groups rather than pairs. ● Students complete the T-Chart Handout in Google Classroom. ● Monitor student work to determine where more support might be needed. ● Rotate into breakout rooms to check for understanding and provide the possible support stems from the annotated lesson plans to students that need that support ● Be sure to encourage kids to use positive and negative over good and bad.
6	Synchronous	Core Whole Class	<ul style="list-style-type: none"> ● Bring back together whole-group. ● Display slide and read slide to students. ● Hold a whole group discussion and ask students to respond. ● They should use the hand raising feature to indicate they

			<p>would like to speak.</p> <ul style="list-style-type: none"> Be sure to direct them to use conversation stems. Guide the conversation using Teacher Talk Moves. <p>THIS MARKS THE END OF THE VIRTUAL LESSON.</p>
NA	Asynchronous	Core Whole Class	<ul style="list-style-type: none"> Students complete Language Links 3 and 4 independently on their own time via Google Classroom.
7	Asynchronous	Core Whole Class	<ul style="list-style-type: none"> Convert discussion to a handout and provide sentence stem support as needed. Provide a small bank of positive and negative tone words for students to use in their responses.
8	Asynchronous	Core Whole Class	<ul style="list-style-type: none"> Convert discussion to a handout and provide scaffolding questions and sentence stem support as needed. Be aware that students will likely answer “They are free.” Use Teacher Talk Moves to have them expand their answers. <p>REVIEW THESE RESPONSES AND PROVIDE FEEDBACK PRIOR TO NEXT SYNCHRONOUS CLASS MEET.</p>
Part II			
8	Synchronous	Core Whole Class	<ul style="list-style-type: none"> Display questions and read aloud to students. Provide two conflicting responses of anonymous student work from the previous activity. Ask students to read each response and determine which response they agree with. Then using the poll results, ask students to defend their positions with evidence from the text. Remind students to use conversation stems as needed.
9	Synchronous	Core Whole Class	<ul style="list-style-type: none"> Display slide and read slide to students. Tell students they are going to do a quick Think-Pair-Share using breakout rooms. Send students to breakout rooms to answer the question. Bring students back whole-group and have students share out. Use Teacher Talk Moves as needed to guide students to the look-fors.
10	Synchronous	Core Whole Class	<ul style="list-style-type: none"> Display slide and read slide to students. Allow students time to work individually to complete the “Let’s Express Our Understanding” in their Reading Logs. Navigate through student logs to determine who is hitting the



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			<p>look fors and who needs support.</p> <ul style="list-style-type: none">• Provide support and extensions as indicated on the annotated plan.
11	Synchronous	Core Whole Class	<ul style="list-style-type: none">• Display slide and read slide to students. THIS MARKS THE END OF THE VIRTUAL LESSON.
NA	Asynchronous	Core Whole Class	<ul style="list-style-type: none">• Instruct students to complete independent reading.
NA	Asynchronous	Support Diverse Learners Only	<ul style="list-style-type: none">• OPTION to pull a small group or call individual students to conference if any students were not able to hit the lesson look-fors in order to provide targeted support.