

LTEL Resiliency Lesson - Determination

Grade Level(s): 6-12

☐ Integrated ELD – Content Area

☒ Designated ELD

Class Composition

Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <https://mydata.lausd.net>

General Student Data (1b1,1b3) - Record the number of students in each category

Students with Disabilities:

GATE Students:

English Learner Data (1b1)

English Learners:

ELD Levels In Your Class:

Long Term English Learners:

Standard English Learners:

Instructional Goals and Objectives (1a1)

(Part 1 of 1)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Part II – How English Works

1: Understanding text structure

5: Modifying to add details

ELD Objective(s):

Students will work in small groups and with partners to express ideas orally and in writing by combining clauses in a variety of ways to create accurate sentences that demonstrate syntactical complexity. (Syntactical complexity is defined as multiple subjects, objects, or verbs; use of a gerund or infinitive as a subject or object; compound or complex sentence structure; prepositional phrase or phrasal verb; or relative clause).

Academic Language Development High Impact Practice Emphasized:

☐ Using Complex Text ☒ Fortifying Complex Output ☒ Fostering Complex Interactions

Key Vocabulary Words & Phrases:

Determined, Determination; Persevere; Perseverance; Success

Instructional Materials, Technology and Resources (1d2)

- Equipment to show video, Famous Failures, <https://www.youtube.com/watch?v=zLYECIjmnQs>
- Constructive Conversation Protocol Placemats
- Images demonstrating *Determination*
- Thinking Journals

Lesson Structure

(1a2) Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

1. Ask the students if they recognize any of the following names:
Michael Jordan (professional athlete); Albert Einstein (Nobel Prize winning Physicist); Oprah Winfrey (Media personality,

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philanthropist and businesswoman). Most students will know at least one, if not all three. Ask why we know them? What did they do to become so well known? Ask students to consider the question: *Would they have become famous if they were not very successful?* Show the video, *Famous Failures*.

2. Following the video, conduct the Constructive Conversation Protocol.

- a. Have students work in small groups to follow the Constructive Conversations protocol to consider the question, "What are some things that all of the people named have in common?" Each group should develop a minimum of 3 answers. Following the protocol, students should take notes in their Thinking Journals to record their ideas.

Possible answers are listed below.

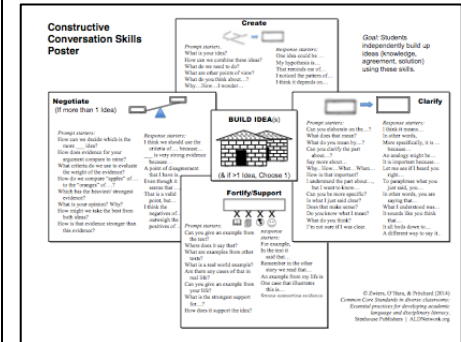
- They all failed at least once.
- They all eventually succeeded.
- They all became famous.
- They all were criticized by others.
- They all believed in themselves.
- They all made significant contributions to their fields.

- b. Ask for volunteers to share one thing that their group agreed upon.
- c. Repeat the process for the question, "How did failure help them to succeed?"

3. Review the definition of the Achievement Attitude, *Determined-having fixed purpose*. Display and discuss this form of this word (an adjective) and its noun form, *Determination*. Model and discuss the use of each form of the word in a sentence.

Examples:

- a. Oprah Winfrey was determined to work in television, even after she was demoted and told she had no future.
Adjective – describes Oprah Winfrey
- b. Thomas Edison reported made 10,000 unsuccessful attempts to invent the light bulb, but never gave up trying because of his determination.
Noun – names the quality that kept him going



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Ask students to create an original sentence about the video using one form of the word and share it with a partner. Allow several volunteers to write their sentence or their partner's sentence on the board, and ask the class to verify that the word is used correctly, or suggest changes if it is incorrect.

4. Distribute a copy of a Resiliency image to each pair. Be sure to have a variety of images distributed throughout the class.
 - a. Model a sample sentence (describing an image not shared with students), emphasizing the use of the Achievement Attitude vocabulary term and syntactical complexity.

Teacher: (describing or showing a picture of a marriage proposal) *The man is wearing a suit and holding a ring while he kneels on one knee, because he is determined to marry the woman in front of him.*

Or

(describing or showing a picture of a coach timing a runner on a track) *The coach holds a stopwatch while the boy is running, because the runner is determined to beat his best time.*

- b. Share non-model sentences, and ask students to explain why the sentences are non-models of the proper use of the word.

Sample non-model sentences

The man wearing a tuxedo shows determined.

The runner is determination.

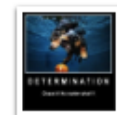
- c. Students will work with their partners to develop one sentence for the picture to describe what is happening. Both students should write the sentence in their Thinking Journals. The sentence must use the word *determined/determination* and contain some syntactical complexity (see Language Objective, above). Teacher should circulate and encourage students to develop sentences with details and complexity.



Determination
Image 1.jpg



determination_bro
oke_ellison.jpg



Determination
Image 3.jpg



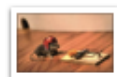
Determination
Image 4.jpg



determination-
Image 5.jpg



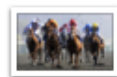
Determination
Image 6.jpg



Determination
image 7.png



Determination
Image 8.jpg



Horse-Racing-
Determination.jpg



Determination
Image 10.jpg

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- d. Provide the following instructions: *Write a sentence that describes what is happening in the picture. Be sure to include details that make the sentence interesting, as well as accurate.*
- e. When a pair has completed their sentence, they should trade pictures with a different pair. Each pair should attempt to create sentences for a minimum of 3 pictures.
- f. Collect the pictures, select several that inspired quality sentences, and ask students to share their sentences with the class. Emphasize qualities which make the sentence syntactically complex (see language objective).
- g. Collect the written sentences (exit ticket) from each pair before students leave.

5. In Thinking Journals, students will respond to the following prompt:

Think of something you have attempted, but failed to do. How might that failure make you more determined to be successful in the future?

Sentence Frame (if needed):
 I have failed before when _____,
 but I am determined to _____ in
 the future because _____.

Assessment 1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students demonstrating an understanding of the Achievement Attitude, Determination?

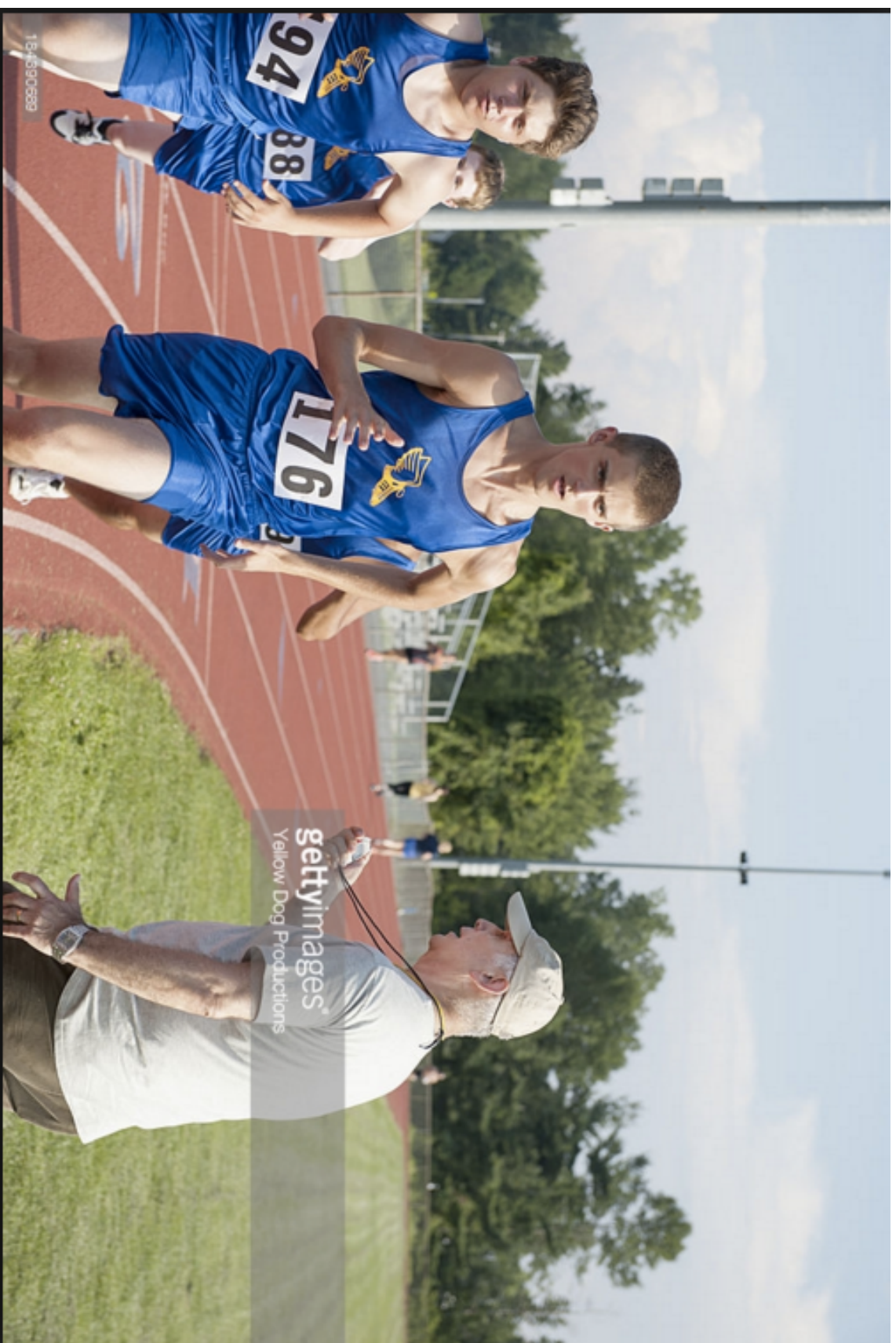
How effectively do students use the Constructive Conversations Protocol to develop their ideas?

How might your students improve their composition of syntactically complex sentences?

Formative Assessments/Language Analysis Tools:

FORMATIVE ASSESSMENT	<ul style="list-style-type: none"> Individual oral presentations Exit ticket Thinking Journal Entry-Short Composition
WRAP-UP	How will you use this information to inform your next steps for instruction?







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Determination



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