

CSCTL Lesson Plan

This lesson plan helps differentiate among activities of various phases of a lesson. It explains how the phases of lessons differ from one another. When teachers see the need to emphasize a phase of activities in a CSCTL lesson, they allocate more time. They devote additional time to the activities. Teachers focus more time when they identify a specific phase of activities that requires emphasis. Students engage more in the activities and address their concerns. For example, if students fail to understand connections between their experiences and the lesson, teachers spend more time on it. This helps students engage in activities of the Triggered Interest phase of lesson. If students cannot easily understand, engage, and apply resources, the teacher spends more time. This helps students engage in the Maintained Interest phase of a lesson. The same goes for the Sustained Interest phase, and so on. A CSCTL lesson always has five (5) phases. Each phase retains its unique purpose, rationale, method, and activities. The phases are intended to work together. This helps students develop increased interest.

LESSON PHASES and related activities/Tasks

COURSE: English Language Art - Grades 7 and 8

Text(s) Prentice Hall Literature

Unit Topic: Narrative essay by Piri Thomas

Lesson Chapter(s): Utzel and his daughter, Poverty, by Isaac Bashevis Singer; Page 149

Learning Objective(s): Students will discuss concepts of the narrative story “Utzal and his daughter, Poverty.” They will list events of the story in time order.

Rubric in a Lesson Plan – At the end of lesson, students demonstrate their learning achievements. They achieve 4 points by listing 15-20 events from the story. They achieve 3 points with a list of 10-15 events. A list of 5-10 events earns 2 points. A list of 5 or fewer events earns 1 point.

Phase I

Emphasis is on the Triggered Interest Phase of a Lesson. The time spent on activities in the Triggered Interest Phase of a CSCTL Lesson is increased

(Phase I) 10 - 15 Minutes: Trigger Interest Phase of Lessons. Activities in this phase help students understand connections between their experiences and lessons. (1) Teacher greets student cordially as students come into the classroom. Teacher prompts and guides students with questions related to a previous lesson or experience. The focus is to integrate such students' contributions with the lesson task.

For Examples:(1) teacher asks "did you hear...:"or (2) We learned last yesterday that the family we are studying is poor. What are the common problems of poor families or why might some families be poor? (5) Teacher writes comment/concerns on the board. Students discuss their experiences or other current events, or task/work.

Purpose: Activities in the Triggered Interest Phase of a CSCTL lesson has a specific aim. They are designed to help students understand connections between their experiences and lessons. The Triggered Interest Phase of a CSCTL lesson is where students can easily see connections between their experiences and concerns. Students learn how to emphasize and engage activities of the Phase of a CSCTL lesson and learn more effectively.

Strategy: Teacher engages students in dialogue to decide what students already know about the present task. The teacher guides and facilitates students connect what they already know with the lesson. Students learn how to think of and connect in-school and out-of-school experiences.

Phase II

Emphasis is on the Maintained Interest Phase of a Lesson. The time spent on activities in the Maintained Interest Phase of a CSCTL Lesson is increased

(Phase II) 7-10 Minutes: Maintained Interest Phase of lessons. In this part of the lesson, students learn to develop skills. They understand and apply resources. Here, teacher explain resources or a lesson; teacher identifies and explains resources and help students understanding the instruction.

Example, Teacher finds and explains context for understanding a lesson. The teacher explains resources to help students understand the instruction. Teacher explains teacher's prompts to students and how students must respond to the prompts. Teachers display resources on classroom walls.

Purpose: The Maintained Interest Phase of a CSCTL lesson is to help students develop increased awareness of resources. Students learn to discover and apply resources.

Strategy: Teacher emphasizes the need to understand and use resource to help students' efforts. Teacher displays strategies, formulas, thinking maps and graphic organized on classroom walls and places where students can easily see them.

Phase III

Emphasis is on the Sustain Interest Phase of a Lesson. The time spent on activities in the Sustain Interest Phase of a CSCTL Lesson is increased

(Phase III) 10-15 Minutes: Sustain Interest Phase of Lessons. Activities of this phase of lesson help students to simplify and easily understand lessons. Here, teacher explains what experts or domain practitioners do when they learn or engage domain tasks. Teacher engage students in learning to differentiate between instances and formulas. Students learn to differentiate between instances (that explain) and formulas (how the instances relate to what they explain).

Examples: (1) Teacher explains the origin of formulas and how they are applied to resolve problems. For example, in ELA, teacher explains (1) the word, *predict* and how it helps to understand a paragraph/story. Teacher explains (2) technology and how they help to simplify information. Teacher explains (3) the word, summarize and where to locate the main ideas of a story, and so on.

Purpose: The purpose of the Sustain Interest Phase of CSCTL lesson is to engage and help students understand domain practices. Students learn to develop and apply domain formulas and strategies.

Strategy: Teachers explain lesson formulas and help students understand how they address domain problems and tasks.

Phase IV

Emphasis is on the Personal Interest Phase of a Lesson. The time spent on activities in the Personal Interest Phase of a CSCTL Lesson is increased.

(Phase IV) 4-5 Minutes: Personal Interest Phase of lessons. Activities of this phase of lesson help students to develop students' uniqueness, unique capacities and skills. Here, teacher encourages students' autonomy. Teacher passively guides students while students model what domain practitioners do when they tackle problems.

Example, Teacher walks around the class as student engage in learning how to learn independently. They practicing developing the formulas and strategies that teacher used during the lesson. Students model activities that teacher had demonstrated during the lesson. Teacher looks out for any student that is stocked, and teacher facilitates the student.

Purpose: The Personal Interest Phase of lessons helps students develop independent personal capacities. It also enhances their skills. Students learn how to independently create and engage in learning activities. They engage in learning how to learn. Their goal is to develop their unique capacities and skills.

Strategy: Teacher guide students in their independent learning activities. Students learn how they engage and use their individual unique skills to enhance the formulas demonstrated during the lesson. Teacher provides students with road-maps and materials for independent learning activities. These clues help students ease their activities. They can also simplify their tasks or tackle challenges. Students learn to independently engage domain activities and tasks.

Phase V

Emphasis is on the Share Interest Phase of a Lesson. The time spent on activities in the share Interest Phase of a CSCTL Lesson is increased.

(Phase V) 5-7 Minutes: Share Interest Phase of lessons: Activities in this phase help students develop shared activities. They also encourage shared experiences and create an ideal environment. Here, teacher engage and help students to explore and discover the advantages of shared experiences and learning activities.

Example: Students sit in groups. They engage in reviewing the lesson activities. They discuss how to learn the lesson more effectively in groups. Teacher prompts and help students to explain and understand the needs for shared experiences.

Purpose: The Share Interest Phase of lessons helps students develop knowledge of shared experiences. Students learn how to relate to one another. Group members engage in learning to contribute to shared activities and experiences. They learn to relate well to one another. They develop ideal learning environments.

Strategy: Teacher guide students in their group learning activities. Students learn how to develop and engage shared learning activities and experiences. Teacher provides students with road-maps, materials (clues) that can help students to assist their group activities or solve their challenges. Students learn to develop ideal learning environment.

(Phase VI) **HOMEWORK:** Homework assignments offer students the time and space they need. This helps them more fully personalize the object of a lesson as their object of interest. Teacher encourage students to develop personal and creative approach when they finish their homework. Students work independently on tasks, using self-develop strategies, thinking maps and graphic organizers.