

## Grades 3 – 5 ELA Cycle of Learning and Student Engagement Strategies

English Language Arts		
Cycle of Learning	Lesson Outline	Digital Modifications
<p><b>Introduce a task/topic</b> to students and ask them to share what they already know.</p>	<p>Introduce the lesson by posing a question to the class that focuses on the topic or goal: <b><i>What does it mean for an animal to be nocturnal?</i></b> Using a cooperative processing strategy, such as <a href="#">Affinity Mapping</a>, have students document and share their ideas verbally or on post-it notes. Engage in a grouping (or theming analysis) of the responses in a whole-group setting.</p>	<p>Provide a digital version of the question on a platform like <a href="#">Jamboard</a> or your class Learning Management System (LMS). Allow students to provide as many responses as they choose. Whole group discussions can take place via platforms like <a href="#">Zoom</a>.</p>
<p>Allow opportunities for students to <b>listen/read a text closely</b>.</p>	<p>Have students listen to a grade-level text on the topic as the teacher <a href="#">reads it aloud</a>. <i>When using an online article as referenced below, look for a print option or a way to format the text for easier readability and future annotations.</i> Be explicit in just having students <b>listen closely for evidence of what it means to be nocturnal</b> and nothing else.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <i>“Rise and Shine! It’s Nighttime!”</i> by Guy Belleranti</li> <li>• <a href="#">Nocturnal animals explained</a> from National Geographic</li> </ul>	<p>Utilize text on platforms such as <a href="#">Readworks</a>, <a href="#">National Geographic</a>, Google, <a href="#">Seesaw</a> to read/listen with the same intent as analog learning. Teachers can also record themselves reading by using a tool like <a href="#">Screencastify</a>.</p>



<p>Provide students opportunities to synthesize text, annotate, and gather relevant evidence on the topic.</p>	<p>Have students actively <a href="#">listen to the text again, this time annotating the text</a> by <b>highlighting, underlining, or circling words or short phrases that show evidence of nocturnal animals and their traits</b>. Use this as an opportunity to discuss words or phrases that may be new or confusing.</p>	<p>Use the annotation tools on <a href="#">Readworks</a>, <a href="#">Google slides</a>, <a href="#">Seesaw</a>, etc. to highlight or mark evidence from the text. The whole group discussion on vocabulary can take place via platforms like Zoom.</p>
<p>Invite students to <b>share their findings</b> with others and gain additional evidence.</p>	<p>Use the <a href="#">Time to Think strategy</a> (partner talk, writing as think time, wait time) for students to share thoughts and evidence with one another. Shift back to a full-group discussion and encourage each team to share their evidence to allow for an exchange of ideas. Have students annotate any new evidence the same way they did in the previous step.</p>	<p>With elementary students, paired or small-group work in a virtual setting may be difficult. Modify by continuing synchronous discussions (whole class virtual) on <a href="#">Zoom</a>, <a href="#">Google Meet</a>, or another appropriate platform; provide students with opportunities to add to their evidence.</p> <p>Teachers could also provide each pair or small group with their own <a href="#">Jamboard</a> or interactive <a href="#">Google</a></p>