Other Language Bilingual Lesson Assignment

[***http://gg.gg/vqops***](http://gg.gg/vqops)

Please use the following template to demonstrate your proficiency to prepare a well-organized lesson plan ***in the target language you are seeking your BCLAD authorization***. You are asked to provide distinct explanations and rationales for Integrated and Designated English language development (ELD), Integrated and Designated foreign language development (FLD), modeling and explaining, success criteria connected to learning goals, technology integration, preparation of visuals to support instruction, and language skill development.

Name of Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Complete the following lesson plan template that includes elements of designated and integrated ELD / FLD. You may attach photos or links with additional visuals or documents. Write your responses for each section below.

[Example of an integrated and designated ELD lesson](https://youtu.be/EJ20hLCIbL4)

**Learning Goals**

| Grade Level |  |
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| Content Standard(s)  [English Language Arts](http://www.corestandards.org/) |  |
| Corresponding [English Language Development](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf) (ELD) Standard(s)  [How to cite the standard](https://drive.google.com/file/d/1CCZ2F-K6hnis7HU5l4YQT_T2QrrNq7BP/view?usp=sharing) |  |
| Content-Language Objectives: |  |

| **Designated ELD / FLD (English / Foreign Language Development)**  Plan for a small group of ELD/FLD that focuses on language structure. This lesson should front load students to the whole group lesson. | |
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| Proficiency Levels(s) | ☐Emerging ☐Expanding ☐Bridging |
| Level(s) of Support | ☐Substantial ☐Moderate ☐Light ☐Occasional |
| Front Load or Activate Prior Knowledge (vocabulary or text features): | |
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| LANGUAGE ACTIVITY OR STRATEGY ([SDAIE](https://www.csus.edu/indiv/l/limb/314/pdf/sdaie.pdf), [KAGAN](http://mrseatonclass.weebly.com/uploads/3/2/1/7/32178559/kagan_structures_compiled_1.pdf), [ZWIERS](https://jeffzwiers.org/tools), ETC.) | |
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| DESIGNATED ELD / FLD LESSON COMPONENTS | |
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| **Integrated ELD/FLD**  This lesson should be designed to deepen students’ conceptual understanding of vocabulary, with a clear description of how you plan to model and explain key connections to the learning goal. | |
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| **Success Criteria for Assessment Task** | |
| Assessment Task |  |
| Success Criteria: What will demonstrate meeting the learning goal? Provide a checklist of success criteria that you will look for in their assessment task. | * Success criteria 1 * Success criteria 2 * Success criteria 3 |
| FRONT LOAD OR ACTIVATE PRIOR KNOWLEDGE (APK) - Vocabulary or text features   * How does this lesson link prior learning and/or build on previous lessons to deep learning of content? * Scenario to ENGAGE students’ interest in connection to the learning goal:   + STATE LEARNING GOAL   + ENGAGE students’ prior knowledge and ideas about this scenario. | |
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| TEACHER MODELING AND EXPLAINING  Example1:   * Explain the visual model and total physical response (TPR) in context of the learning goal. * Model and explain the steps for the process, along with the reasoning. * Model the sentence stems and/or academic vocabulary you want students to use. * Ask questions to check for understanding of each step. | |
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| STUDENTS MODELING AND EXPLAINING  Allow students to access materials.  Example 2:   * Ask students to follow along as you review the same steps. * Ask questions to check for understanding along the way, and to have students explain the reasoning for each step, using academic language. * Integrate partner talk to engage student-to-student discourse. * Integrate models and TPR.   Example 3:   * Complete another similar example as needed, or move on to the informal assessment. | |
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| CHECKS FOR UNDERSTANDING (INFORMAL ASSESSMENT)  What expectations will you communicate to students?  Student Self-Assessment using Success Criteria: How will you allow students the opportunity to check their thinking using the success criteria? | |
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| ASSESSMENT TASK  How will you use success criteria to assess their learning? What will you do for students who do not yet understand? | |
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**OTHER LESSON CONSIDERATIONS**

| 1. How will you put technology ***in the hands of students*** to support their learning of this lesson? Explain why this is important. | |
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| 1. What ***other visuals*** will you post to support your second language learners (SLL) and/or heritage learners? (i.e., slides presentation, word wall, sentence frames, posted objective… etc.) Explain why. | |
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| 1. What **language skills** would be developed in this lesson? How would the practice(s) be developed? | |
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