

**Big Idea / Essential Understanding:** The big idea is the essential understanding or focus of the entire lesson cycle. All activities relate back to understanding the big idea.

**State Standards:** address a variety of standards through integrated units; integrate language arts across the curriculum

**Language of Instruction/Language Standard:** Plan for language allocation; think about different levels of language proficiency and transitioning.

Preview Stage:

**Activities:**

Content Objectives: Students will...  
 -state the activities as observable behaviors; what you would like students to be able to do  
 -preview key content area vocabulary  
 -present key concepts in an experiential/visual manner - connect to students' personal lives; hook the students and prepare them for the content  
 -oral language practice  
Language Objectives: Students will... Focus on the 4 language domains; introduce vocabulary, language structures, language functions, grammar and syntax necessary for understanding the big idea.

**Strategies:**

-state the instructional strategies students/teachers will use  
 -strategies allow for all students to participate and encourage higher level thinking  
 -use pre-reading/writing strategies  
 -engage all students with graphic organizers  
**Differentiation:** In each phase of the lesson, this is where you explain how you will make certain all students are engaged, and what scaffolds/extensions you will provide so that all students have access to the big idea and are able to meet the language and content objectives.

**Flexible Grouping:**

-Use a variety of grouping structures, collaborative groups, pairs, expert groups, interest groups, whole group, threes, fours-- foster a climate of collaboration and support/teamwork  
**Instructional Assessment:**  
 -assessment is embedded in instruction- data/artifacts collected --teacher/student observations- self-assessment; assessment is focused on demonstration of higher level thinking  
 -assessment focuses on understanding of big ideas

Focused Learning Stage

**Activities:**

Content Objectives  
 Student will...  
  
Language Objectives: Students will...  
 -make connection between oral language and reading  
 -think about preparing for transition and/or extension to other language

**Strategies:**

- Introduce text at this stage
- Provide a range of reading materials on the same topic
- Use during-reading, nonfiction literacy strategies
- Use graphic organizers
- Begin the project associated with this unit/lesson (gives purpose for studying topic)
- Provide a variety of texts

**Flexible Grouping:**

- Individual / Pairs /
- Small group
- Avoid large group round robin reading!!

**Instructional Assessment:**

Application Stage:

**Activities:**

Content Objectives  
 Student will...  
  
Language Objectives: Students will...  
 Connect four domains (reading, writing, speaking, listening)  
 - think about preparing for transition and/or extension

**Strategies:**

- Assign projects and create products that include writing
- Use Learning logs, paragraph frames, Language Experience Approach, writing
- Have students present from graphic organizers and/or projects to one another, older-younger students, parents, siblings, partner classrooms (in school or across the country or abroad)

**Flexible Grouping:**

- Individual
- Pairs
- Small groups

**Instructional Assessment:**  
 brochures, slideshows, mini-conferences, small group presentations /performances/ demonstrations, dual language projects