**Bilingual Authorization: Differentiating Instruction Assignment**

**Addresses Bilingual Authorization Standards 3, 4, and 5**

**Directions:**

**Part I Lesson Plan Outline:** Select a single student or small group of students who are bilingual or English Language Learners and adapt an existing lesson based on that group of learners. What are the instructional strategies you would include to specifically support the language needs of the student(s) to complete the lesson?

**For this task, focus on oral language skills (rather than reading or writing).** For example, one oral skills element might be spoken vocabulary use. In this case, you would incorporate into the lesson a focus on the following:

* Talks about vocabulary word(s) in the context of a meaningful activity when it occurs outside of a book reading activity (e.g., during a science activity).
* Provides a student‐friendly definition that explains the meaning of a vocabulary word (e.g., “Tangled means it is all knotted and twisted up.”). Ejemplo en español: “Enredado significa que todo está anudado y torcido.”
* Encourages student to say/repeat a vocabulary word with the teacher.
* Requires students to provide higher level, open-ended language (analysis or thinking required, “why,” “how,” compare, link, explain, etc.).
* Encourages student to act out a vocabulary word (e.g., “Show me how you would tromp.”).
* Upward scaffolds student’s correct responses or student’s new topic to build their oral language use (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials).
* Introduces words/concepts that build background knowledge for the overall understanding.

Be sure to include the range of oral language that would be required of students in this lesson, including discourse skills, peer-to-peer interactions, appropriate linking of non-verbal and verbal communication (e.g., eye contact), speaking to the whole class, culturally and situationally appropriate language, and so on.

* **Part II Rationale:** *Why* do you believe these instructional strategies will support the student(s)? *How* will these identified strategies support your student(s) to achieve the objective of the lesson? Be sure to cite theory and/or literature to support your answer.

**Complete** the Differentiating Instruction assignment by the Sunday of the current week.

**Submit** lesson plan outline and rationale in Canvas.

**Part I**

**Lesson Plan Outline:** Briefly describe the instruction for the lesson plan. Identify the student need and describe the instructional strategies you will intentionally embed into the lesson to support the language needs of the student(s).

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| **Lesson Title:** |  |
| Student Population for whom lesson is designed: |  |
| State Adopted Content Standards/ELD Standards: |  |
| Content Objectives: |  |
| Language Objectives: |  |
| Target Language Needed for Lesson: |  |
| Learning Tasks: |  |
| Describe the oral skills that are required of students to complete the lesson: |  |
| Describe the instructional strategies you will intentionally embed into this lesson to support the student(s): |  |

**Part II**

**Rationale:** Address the following questions in a rationale of 500-750 words. In this reflection, you will discuss the ways in which your lesson plan reflects and applies the content knowledge you have learned in the course and program. In this reflection, be sure to express your thinking regarding this lesson in a full, complete, logical, and professional manner, using your best writing abilities:

* *Why* do you believe these instructional strategies will support the student(s)?
* *How* will these identified strategies support your student(s) to achieve the objective of the lesson?
* Be sure to cite theory and/or literature to support your answer.