

## Lesson Plan: Content Learning

This set of activities is designed for teacher educators to use to introduce teachers to the work of supporting young Multilingual Learners' (MLs) **content learning**. It could be integrated into courses on elementary or early literacy methods or teaching MLs, or used for professional development.

**In this two-hour sequence of activities, teachers:**

- Analyze a video of a teacher using structured supports, visual cues, and small grouping strategies to support MLs in a content lesson.
  - Study a curriculum unit featuring strategies for supporting MLs in content learning.
  - Identify opportunities to integrate some of those strategies into their own upcoming units.

In an optional extension activity, teachers participate in a gallery walk of resources related to considerations for content learning on the [Multilingual Learning Toolkit](#), and share learnings with colleagues.

<p><b>Learning Goals</b></p>	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand strategies for supporting MLs' content learning.</li> <li>• Integrate strategies into their own lessons.</li> </ul>
<p><b>Pre-Work</b></p>	<p>Before the session, teachers should:</p> <ul style="list-style-type: none"> <li>• Read <a href="#">Strategy Overview: Organizing Learning Experiences</a> from Head Start ECLKC and consider: <i>What features of organized Early Learning experiences are especially supportive of MLs?</i></li> <li>• Identify and bring in a content unit from their own curriculum or classroom which is not (yet) adapted to include sufficient supports for MLs. (If teachers do not yet have their own classroom, have them ask their mentor teacher or a colleague for an example content unit from their curriculum.)</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Copies of <a href="#">Note Catcher</a></li> <li>• Copies of <a href="#">Look Fors</a></li> </ul>

## Suggested Activities

Time & Activity	Notes
<p><b>Introduction to Content</b></p> <p><b>(15 mins)</b></p>	<p>Tell teachers: Today’s session will focus on supporting Multilingual Learners’ (MLs) content learning.</p> <p>To activate teachers’ prior knowledge about the topic, distribute the attached <a href="#">Note Catcher</a>, and invite teachers to work in pairs to generate responses to the prompts, referencing the materials they read for pre-work. Let teachers know that we’ll be using the Note Catcher to capture learnings throughout today’s session (so they should leave room for notes).</p> <p>Then, give teachers a brief introduction to supporting MLs’ content learning, highlighting key points from the <a href="#">Starter Guide</a> and inviting teachers to add to their Note Catcher as they go. (If helpful, teachers can follow along the paragraph following “How can I support my MLs’ content learning?” on the <a href="#">Multilingual Learning Toolkit</a>.)</p> <p>Suggested points to highlight:</p> <ul style="list-style-type: none"> <li>• Language and content instruction should be integrated, not separated.</li> <li>• Content selected for instruction should be relevant to ML children’s experiences and cultures. Content instruction should be hands-on and inquiry-based.</li> <li>• Teachers can activate background knowledge by previewing and reviewing vocabulary and texts in children’s home language, and can pair children who speak the same home language to facilitate learning of new content.</li> <li>• Children need multiple opportunities to practice new vocabulary and concepts.</li> </ul>
<p><b>Video Analysis</b></p> <p><b>(20 mins)</b></p>	<p>Show the video “<a href="#">Integrated Thematic Unit – 3rd grade</a>” from SEAL or “<a href="#">Making Butter—Small Group Instruction</a>” (PreK/TK) from Teaching at the Beginning. (Choose the video that best fits the grade levels of the teachers in the session.)</p> <p>During the video, pause to highlight some key points for teachers to note and add to their <a href="#">Note Catchers</a>. See the video guides for Integrated Thematic Unit and Making Butter for suggestions of key points to highlight.</p> <p>Summarize key takeaways.</p>

<p><b>Apply! Curriculum Exploration</b> (40 mins)</p>	<p>Tell teachers: Now we will take a look at an example of a curriculum unit with supports for language instruction closely integrated with content. Mosaic is a K–5 supplemental curriculum from Texas that integrates science, technology, mathematics, and language.</p> <p>Invite teachers to review the Mosaic units:</p> <ul style="list-style-type: none"> <li>• Choose a grade level to focus on: K/1/2/3. (PreK/TK teachers can focus on K.)</li> <li>• Open up <a href="#">Curriculum Units: Mosaic Integrated Science, Math, and English Language Development</a> and click the link for the grade level they are focusing on.</li> <li>• Review the section “The 5E Lesson Cycle” which describes the activities of the unit, and the first lesson in the unit.</li> <li>• First, read through to make sense of what the curriculum is about and how it is structured.</li> <li>• Then, do a second read, this time using the <a href="#">Look Fors</a> worksheet to identify examples of supports for Multilingual Learners (MLs) within the piece of curriculum they are reviewing.</li> <li>• Pair up with a group that looked at curricula for a different grade level. Share with each other examples of two of the strategies they found, adding to their “Look Fors” note catcher.</li> </ul> <p>Then, invite teachers to explore opportunities to integrate these strategies in their own curriculum materials. Invite teachers to:</p> <ul style="list-style-type: none"> <li>• Take out the content-based curriculum unit they identified from their own (or their mentor’s) classroom.</li> <li>• Look for opportunities to use the strategies they documented on their two note catchers to integrate supports for MLs into their lessons, and note these in a different color on their unit/lesson plans.</li> <li>• Share with a partner which strategies they chose to integrate into their plans.</li> </ul>
<p><b>Jigsaw: Analyzing Strategies in Action</b> (30 mins)</p>	<p>Transition: Let’s put everything we have discussed today “back together” with some vignettes of teachers who intentionally support Multilingual Learners’ (MLs) content learning.</p> <p>Break the class into trios and assign each group to read and discuss one of the “strategies in action”: PreK–TK, K–1, or 2–3 (or choose just the ones that best fit the focus of your session). Remind teachers that even if they read a vignette that is different from their own grade-band, many of the environmental supports work across different ages of children.</p> <p>Within groups, each group should identify a:</p> <ul style="list-style-type: none"> <li>• Reader—to read the strategy out loud to the group</li> <li>• Facilitator—to ask the discussion questions</li> <li>• Recorder/reporter—to share out highlights from the group’s discussion at the end</li> </ul>

	<p>Give groups about 15 minutes to:</p> <ul style="list-style-type: none"> <li>• Read their assigned text</li> <li>• Have a discussion using the included questions as prompts</li> <li>• Add any new strategies they learned to their <a href="#">Note Catcher</a></li> </ul> <p>Then, invite groups to share out, charting responses on the board. Suggested prompt for share out:</p> <ul style="list-style-type: none"> <li>• What strategies did the teacher you read about use to intentionally support MLs' content learning?</li> </ul>
<p><b>Optional Extension: Resource Gallery Walk</b></p> <p><b>(60 mins)</b></p>	<p>If you have time, engage teachers in a <a href="#">Resource Walk</a> to give them a chance to explore resources on the Multilingual Learning Toolkit focused on content learning.</p>
<p><b>Conclusion</b></p> <p><b>(15 mins)</b></p>	<p>Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their <a href="#">Note Catcher</a> as reference:</p> <ul style="list-style-type: none"> <li>• Why is it important for me to intentionally support Multilingual Learners' (MLs) content learning? What are three strategies I can try out in my classroom this month?</li> </ul> <p>Then summarize key learnings about classroom environment and close the session. Key learnings to highlight might include:</p> <ul style="list-style-type: none"> <li>• Language and content instruction should be integrated, not separated.</li> <li>• Content selected for instruction should be relevant to ML children's experiences and cultures. Content instruction should be hands-on and inquiry-based.</li> <li>• Teachers can activate background knowledge by previewing and reviewing vocabulary and texts in children's home language, and can pair children who speak the same home language to facilitate learning of new content.</li> <li>• Children need multiple opportunities to practice new vocabulary and concepts.</li> </ul>

## Note Catcher

What kinds of learning experiences give meaning and purpose to content learning for young children?

How can teachers use small groups and pair work to support Multilingual Learners' content learning?

What strategies can teachers use to support Multilingual Learners' language learning within content-focused activities?

## Look Fors: Supporting Multilingual Learners in Content-Based Lessons

Use this checklist to identify supports for Multilingual Learners (MLs) within content-based curriculum.

1. Review your curriculum materials, looking for examples of the strategies described in the left hand column below in your lesson. When you find one, check the box and describe the example and context in the right hand column.
2. Then, review the lesson plan again, looking for additional strategies suggested in the curriculum materials. Describe the strategy at the left and the specific example from the curriculum at the right.

Strategy	Example
<ul style="list-style-type: none"> <li>• Provide hands-on, inquiry-based experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>• Preview and review material in the home language before teaching it in English.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide targeted small group instruction for ML children.</li> </ul>	
<ul style="list-style-type: none"> <li>• Strategically organize ML children in pairs or small groups with same language peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide multiple opportunities for children to engage with and practice content area vocabulary and concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	