



7-Step CIA Lesson Cycle as Used in the Gómez & Gómez DLE Program

- This session will focus on planning and creating Challenging, Interactive and Authentic (CIA) lessons using a 7-Step lesson cycle designed to engage learners in increased content-talk, higher order thinking, research and problem-solving through use of bilingual pairs and groups at all grade levels. Presenter will engage participants in creating content lessons following the lesson cycle. Handouts will be provided.

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Six Elements in Planning the Delivery of an Effective Lesson

- Generates students' language through active student participation; teacher as a facilitator
- Comprehensible input through visuals, gestures, & games
- Meaningful, interesting, activation of prior knowledge
- Academic opportunities to negotiate meaning (learning is in the struggle)
- Linguistic opportunities with meaningful interaction (group learning)
- Challenging and engaging students in higher order thinking

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Lesson Plan Cycle



Objective TLW...

Grade level & materials

1. Purpose Connect to Prior Knowledge/Experience

2. Direct teach Model and demo (Whole Grp using BP)

3. Group Activity #1 Practice (Bil grp or BP)

4. Group Activity #2 Rigor/HOTS (Bil grp or BP)

5. Closure Seal the learning (BP → Whole grp or vice versa)

6. Conceptual Refinement Reteach (Regroup BP)

7. Journal Writing (BP to Individual)

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Day 1	Day 2	Day 3	Day 4	Day 5
Objective:	Objective:	Objective:	Objective:	Objective:
Purpose:	Purpose:	Purpose:	Purpose:	Purpose:
DT:	DT:	DT:	DT:	DT:
Act1:	Act1:	Act1:	Act1:	Act1:
Act2:	Act2:	Act2:	Act2:	Act2:
Closure:	Closure:	Closure:	Closure:	Closure:
CR:	CR:	CR:	CR:	CR:
Journal:	Journal:	Journal:	Journal:	Journal:
				OR
				Assessment

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2-Day Lesson Cycle



Day 1	Day 2	Day 3	Day 4	Day 5
Objective1:	Objective & Purpose Review	Objective:	Objective & Purpose Review	Objective:
Purpose:		Purpose:		Purpose:
DT:	Act2:	DT:	Act2:	DT:
Act1:	Closure:	Act1:	Closure:	Act1:
	CR:		CR:	OR
	Journal:		Journal:	Assessment

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Objective

TLW identify 2-D shapes and design a playground with at least 4 different shapes.

Grade level 1st & materials

Chart paper, shapes, table

1. Purpose

How do we use 2-D shapes everyday?

2. Direct teach

Identify 2-D shapes and model using those shapes to create a living room and/or bedroom. **(whole grp with BP)**

3. Group Activity #1

Identify the different type of 2-D shapes by writing the label for each shape. **(BP) Comp.**

4. Group Activity #2

Design a playground using at least 4 different 2-D shapes and write two sentences describing the design. **(Sm.Grp) Synthesis**

5. Closure

Sm Grp will share their design with the class. **(Sm.Grp → Class)**

6. Conceptual Refinement

Students will design the classroom with the 2-D shapes. **(Regroup BP)**

7. Journal Select two shapes from the math content board and write about them (W-P-S). **(BP → Individual)**

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Objective: TLW use and order fractions using pie charts.

Grade level & materials: 4, chart paper, markers

1. Purpose: Demonstrate possible representations of different fraction.

2. Direct teach: Show how a fraction can be represented in a pie chart. **(whole grp with BP)**

3. Group Activity #1: Students practice using pie charts to represent fractions. **(small grp of 4) Comprehension**

4. Group Activity #2: Students will order their fraction from greatest to least using the pie charts. Write 2 sentences using key words. **(BP) Analysis**

5. Closure: BPs will read their two sentences to another BP and discuss how to convert fractions. **(BP → BP)**

6. Conceptual Ref.: The group will use cubes to represent and order fractions. Write a sentence using key words.

Ind Practice: Student will create pie charts and order them from least to greatest. **(Regroup BP)**

7. Journal Writing: Describe how to order fractions using representations. One way to use pie charts to represent fractions is...

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Expectations of a DL/Biliterate Classroom



- Lesson cycle
 - 2 Activities: Comprehension and HOTS
 - Conceptual Refinement: support real accountability
 - Writing across the curriculum
 - Interactive: Student engagement
- Teachers using the 5 teacher aids
 - Bilingual Pairs/Groups
 - 4 walls (environmental components)

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