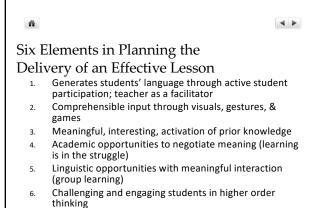
7-Step CIA Lesson Cycle as Used in the Gómez & Gómez DLE Program	S
 This session will focus on planning and creating Challenging, Interactive and Authentic (CIA) lessons using a 7-Step lesson cycle designed to engage learners in increased content-talk, higher order thinking, research and problem-solving 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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Lesson Plan Cyc	le
Objective TLW	3. Group Activity #1 Practice (Bil grp or BP)
Grade level &	4. Group Activity #2
materials	Rigor/HOTS (Bil grp or BP)
1. Purpose	5. Closure
Connect to Prior	Seal the learning
Knowledge/Experience	(BP→Whole grp or vice versa)

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

(BP→Whole grp or vice versa)

6. Conceptual Refinement Reteach (Regroup BP)

7. Journal Writing (BP to Individual)

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

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

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. (SmGrp→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)

musing 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)

using pie charts to represent fractions. (small grp of 4) Comprehension

Objective: TLW use and order fractions 4. Group Activity #2: Students will order their fraction from greatest to least using the pie thats. 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)

3. Group Activity #1: Students practice 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)