Ch. 8 Putting It All Together: Creating Comprehensive Biliteracy Lessons

Date: _____   Start time: _____   End time: _____

Materials needed:

Meeting 8	LC Goal #	At the end of your meeting, document your progress:			
		Did not start	Did some	Did most	Met goal
1 Review concept of backward planning					
2 Evaluate the provided biliteracy planning template					
3 Use the provided template to plan a future lesson					
4 Explore opportunities for collaboration in current teaching enviornments					

START HERE

Facilitator: Welcome members to the meeting.

Time Keeper: Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

Recorder: Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

Facilitator: Review the Meeting 8 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any of the activities that specifically and directly contribute to the LC goals established in Meeting 1. Add the LC goal number next to the activity(s).

Attendance

Facilitator(s)

_____

_____

Time Keeper

_____

Recorder

_____

Other Participants

_____

_____

_____

Activity 1: Review Concept of Backward Planning

Facilitator: Invite participants to consider the quote on page 141. Ask participants what they think Amy Abel (the quote's author) means by "planning backwards." What are (or could be) the benefits of starting instructional planning with the goals or objectives? How does (or could) structuring the assessment prior to the learning activities make the "whole planning process easy and seamless?"

Encourage members to describe any experiences they have had with backward planning.

Activity 2: Evaluate the Provided Biliteracy Planning Template

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Facilitator: Draw participants' attention to the following statement toward the top of page 142:

As this chapter illustrates, we use this template to plan instruction that capitalizes on students' rich linguistic resources by connecting language environments via genre, theme, literacy objectives, or bilingual texts, and by making explicit cross-language connections within each literacy environment.

Ask participants to work in pairs to review the template (p. 140) and the description of its parts (pp. 142–143) to identify how and where the template guides teachers to "connect language environments" and make explicit "cross-language connections."

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Ask pairs to share their evaluations of the template. Explain that they will be able to "put it to the test" with the next activity.

Activity 3: Use the Provided Template to Plan a Future Lesson

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Facilitator: Ask participants to group by common grade level, content area, and/or school. Explain that the task for Activity 3 is to select an upcoming lesson and use the Literacy Squared Lesson Plan Template (p. 140) to prepare it.

Encourage participants to review the Getting Started section (p. 144), which suggests they begin with the standards that need to be taught and "the final product that they would like their students to produce to demonstrate that they have met the standards." Remind participants that this aligns with the planning-backward approach they discussed in Activity 1.

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Rather than have each group share their plans verbally, ask for a volunteer from each group to send a copy of their plan to the Recorder.

Recorder: Establish a way for groups to send their plans and a way for you to make these available to the whole group (e.g., create a shared folder on Google Drive).

Facilitator: Ask for 2–3 volunteers to describe their group's process. What seemed to develop or proceed easily using the template? What was more challenging?

Activity 4: Explore Opportunities for Collaboration in Current Teaching Enviornments

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Facilitator: Have participants review the Collaborating for Success section (p. 144).

Time Keeper: Set a time limit for this activity.

Facilitator: Have participants re-form their groups from Activity 3 and discuss the following questions:

- What exists in your current teaching environment that promotes collaboration?
- What (more) would you like to see in your teaching environment to better support or facilitate collaboration? Or, what changes are needed to promote collaboration in your teaching environment?
- Do you see a place for the Observation Protocol Tool (pp. 187–188) in your current teaching environment, particularly as a tool for peer mentoring and support? Why or why not?

Time Keeper: Set a time limit for this task and a signal for when the group should reconvene.

Facilitator: Encourage 2–3 volunteers to share their group's responses to these questions.

WRAP UP

Facilitator: Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting

Time Keeper: Note end time.

Facilitator: Thank members for attending the meeting.