

1. Audience

- a. **Background:** There are three students in this fourth and fifth grade group. They are all Spanish speakers. The two fourth graders scored at level 2 on the ELDA assessment and the one fifth grader scored level 3. The class is 30 minutes long.
- b. **Desired Outcome – The learner will gather and report information about bats.**
 - i. *ESOL Goal:* L2.2 & 3: Recognize and understand the main idea and details.
 - ii. *Content Goal:* Science 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments.
 - iii. *Content Goal:* LA 4-6.2 Use print sources and non-print sources to access information.
 - iv. *Learning Strategy Goal:* selective attention – deciding to pay attention to specific parts of the language input or the situation that will help learning.

2. Engaging Lead

- a. “Today we are going to talk about bats. Have you heard of bats before? Have you ever seen one? This is a picture of a bat. What do you think? Is it scary or gross?”
- b. “Do you think that bats are helpful or harmful to us?”

3. Presentation

- a. “We will watch a video about bats. I want you to listen and write down some important facts that you hear. Listen to find out 1) where bats live, 2) what bats eat, and 3) how they affect people.
- b. Watch United Streaming Video about bats. Students and teacher will write notes.
- c. “Let’s compare what we found in the video. Did you learn where a bat lives? Did you hear about what bats eat? Did you find out if bats help us or hurt us?”
- d. Now we will read an article about bats. As we read, let me know if each new fact is something that we already heard in the video or not. If not, let’s add it to our notes.

4. Scaffolded Practice

- a. As we compare and contrast our initial notes from the video, teacher will be on the look out for student misconceptions, either factual misconceptions about bats or spelling errors that might indicate a need to clarify pronunciation.

- b. During the reading of the article, teacher will provide focused hints (based on reading strategies) to help students decode unknown words.
- c. Lower level students may need pre-made “notes” with key words left out. This fill-in-the-blank style will help them to further focus their listening.

5. Assessment

- a. “Now that you have learned many facts about bats, I want you to write about whether they are helpful or harmful to people. Start with one of these two sentences: ‘Bats are helpful to people’ or ‘Bats are harmful to people’. Then, write several sentences to defend your opinion.”
- b. “Read your story to the group. Did we all agree? Which opinion best matches the facts that we collected in our research?”

6. Application

“When you watch a video or listen to someone speak, try to focus on the most important parts. Remember the key words within each fact that you hear. If you can, say what you learned back to the person who said it. That way, you will know if you learned it correctly.”