

BILINGUAL PARAPROFESSIONAL INSTRUCTIONAL LOG

	LESSON PREPARATION	WEEK OF:	
	<p>English proficiency level of students:</p> <p>Refer to list, provided by classroom teacher of CELDT levels of EL students you are working with in each classroom. (Reading, Writing, Speaking, Listening) Use the list as you work with students so that you are aware of their capabilities and goals for future outcomes</p>	<p>Proficiency Level 1-2 (Emerging)</p> <ul style="list-style-type: none"> ● 1-2 word responses ● Short answers ● Short phrases, ● Repeating learned phrases <p>Proficiency Level 3 (Expanding)</p> <ul style="list-style-type: none"> ● Longer responses ● Creating their own phrases in more complex situations <p>Proficiency Level 4-5 (Bridging)</p> <ul style="list-style-type: none"> ● Communicate in ways appropriate to different tasks and purposes in a variety of social and academic contexts 	
1.	<p>Main objectives of the week's lessons:</p> <ul style="list-style-type: none"> ● Students are told/shown what they will be learning and how they will demonstrate their learning 	<p>Subject:</p> <p>Direct students' attention to the objective and standard that the teacher has posted on the board</p>	
2.	<p>Materials needed for the lessons:</p> <p>Based on students' proficiency level.</p> <ul style="list-style-type: none"> ● Emerging: Pictures/Visuals/Realia ● Expanding: Sentence stems, student friendly definitions 	<p>Visuals</p> <p>Sentence stems and frames</p> <p>Graphic organizers</p> <p>WordSplash</p> <p>Interactive Read and Collaborative Summary</p> <p>Vanishing Text</p> <p>Unwrapping Sentences</p>	

	<ul style="list-style-type: none"> ● Bridging: Academic vocabulary 	Assist students as they work towards proficiency	
3.	<p>Vocabulary to be reviewed:</p> <ul style="list-style-type: none"> ● If necessary, re-teach vocabulary already presented by teacher ● Note: Additional words, not covered by the teacher, will need to be introduced 	Ask students to bring the list of words/practice book if this is used	
4,	<p>Discussion: Talk with the students about what they already know about this subject so that they can start making connections to the new material</p>	<p>Reminder: Use sentence stems or frames to assist students</p>	
5.	<p>Model/Practice:</p>	<p>Model/Practice:</p> <ol style="list-style-type: none"> 1. Model the task while explaining what you are doing. Students respond, watch and listen 2. Check for Understanding to make sure students comprehend 3. Students practice as you observe and assist as needed 	

6.	Communication/Debrief Notes: Document student progress or concerns		
Lesson Planning Meeting Date: _____ Teacher: _____ Paraprofessional: _____ Communication with teacher By E-mail date: _____ By Note: _____			