

Instructions:

1) Review and choose an area of emphasis:

- Beeman & Urow, Ch. 9
- Herrera, et al., Ch. 7 (pp. 177-203, PP 73-100)
 - Fluency
 - Onset-Rime Awareness (*m / an*) (*st / uck*)
 - Orthographic Awareness (i.e., spelling)
 - Phonemic Awareness (*f / i / sh*) (*m / a / n*)
 - Phonics (linking the sound and the written letter)
 - Phonological Awareness (i.e., sounds)
 - Syllabic Awareness (*sis / ter*)

2) Select one important bottom-up skill for your language.

Possibilities include (but are not limited to):

- Accentuation and other diacritical marks
- Combining vowels and consonants
- Consonant blends and diagraphs
- Dividing words into syllables (i.e., syllabication)
- Linking sounds with print
- Prefixes and suffixes
- Radicals (for Chinese)
- Reading fluency
- Sight words
- Spelling
- Syllable formation
- Word families
- Word roots

3) Select a pedagogical strategy to help learners practice.

Possibilities include (but are not limited to):

- Anchor charts
- Dictation (*dictado*)
- Game
- Graphic organizer
- Interactive activity
- Manipulatives
- Timed reading
- Total physical response (TPR)
- Word walls

4) Use the template below to generate an activity plan and necessary materials.

5) You'll have 5 to 7 minutes to "teach" during the next class period.

Your activity plan will be evaluated based on teaching demonstration will be evaluated using the [Utah Core Instructional Strategies Observation Protocol](#).

Bottom-up Biliteracy Activity Plan

Name: _____

A) Choose a content area from the [Utah Core Standards](#):

- [Math](#)
- [Science](#)
- [Social Studies](#)
- [Other \(secondary DLI, see CTE and fine arts\)](#)

B) Select content and language objectives for your lesson:

- Content objective (content knowledge/skills): Students will...
- [Language arts](#) objective (the bottom-up skill): Students will...

C) Write can do statements for learners:

- Content: I can _____
- Language: I can _____

D) Write activity instructions:

PRE-ACTIVITY (*How will you [activate learners' prior knowledge & experiences?](#)*)

Pre-Activity Instructions (in the immersion language):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

DURING ACTIVITY (*How will you [actively engage learners in developing phonemic awareness, phonological awareness, and other bottom-up skills?](#)*)

Bottom-up Activity Instructions (in the immersion language):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

POST-ACTIVITY (*How will you [assess whether learners CAN DO the language and content objectives of this activity?](#)*) Hint: See Beeman & Urow, Ch. 9, pp. 128-131.

Post-Activity Instructions (in the immersion language):

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

E) Prepare materials necessary to “teach” the activity.