Sample Lesson Progression
Submitted to the NY Mets by Tim Blackburn

Task Description - Language as Action (Heritage, Walqui, Linquanti, 2015)

The Mets organization has long supported public service work focused on anti-bullying messages, with an emphasis on eliminating offensive language "based on racial, sexual and ethnic biases" (NY Mets Press Release, 2011). This task is designed to support players from the Binghamton Rumble Ponies as they develop their anti-bullying message to share with students from Binghamton's Horace Mann Elementary School.

This community event requires the players to deliver a short oral presentation for an elementary school audience that communicates the following messages:
- **Describe** a time they encountered bullying.
- **Describe** how they responded to the bullying by acting in a respectful, responsible, or caring way (Horace Mann's behavioral expectations).
- **Compare** team expectations on the Rumble Ponies to Horace Mann Elementary School.

Task instructions and expectations here.
Sample task response.

Lesson Description

Narrative
This task is designed to prepare Double A players from the Binghamton Rumble Ponies with the vocabulary and communicative dexterity to present at a community event. Horace Mann Elementary School is hosting an anti-bullying event for their school community. Players from the Binghamton Rumble Ponies have been asked to give short presentations to elementary classrooms about their experience with bullying and how to prevent it. The lessons in this three part progression are designed to build the vocabulary and skills the players will need to communicate their ideas in English. These lessons include vocabulary development, oral practice, written reflection, use of first language, video practice, and peer feedback.
Essential Questions
● *How do we clearly communicate a message with supporting details to a particular audience?* ● *How can I practice with the support of my peers to help me develop my message and supporting details?*

Theme	Focus Language Proficiency
Anti-bullying, oral presentation, messaging	Progressing (Intermediate)

Language and Learning Outcomes (Success Criteria)

Learning Outcomes	ELPA Standard	1	2	3	4
Content I can communicate the main idea of my anti-bullying message to my audience.	3	with support like modeled sentences: ● deliver a short oral presentation ● information may be unclear ● student may rely heavily on their L1.	with support (including modeled sentences): ● deliver short oral presentation ● main idea can be inferred. ● details are missing or unclear	with less support: ● deliver short oral presentation ● the main idea is clear. ● develop the topic with a few details	with little support support: ● deliver short oral presentation ● the main idea is clear and compelling. ● develop the topic with a relevant details
Details I can use cause & effect language to describe how I responded to bullying to support my main idea.	9	with support (including context. modeled sentences and visual aids): ● communicate basic information about the topic ● use a narrow range of vocabulary and syntactically simple sentences ● may rely heavily on the student's L1 with limited control.	with support (including context. modeled sentences and visual aids): ● communicate basic information about the topic ● use a narrow range of vocabulary and syntactically simple sentences to connect cause/effect relationships with limited control.	with less support (including context. modeled sentences and visual aids): ● introduce the topic ● use common linking words to connect cause/effect relationships. with emerging control.	with little support (including context. modeled sentences and visual aids): ● introduce the topic ● use more complex linking words to connect cause/effect relationships ● provide a conclusion with developing control.
Details I can use language for comparing to communicate the	9	with support (including context. modeled sentences and visual aids): ● communicate basic information	with support (including context. modeled sentences and visual aids): ● communicate basic information	with less support (including context. modeled sentences and visual aids): ● introduce the topic ● use common	with little support (including context. modeled sentences and visual aids): ● introduce the topic ● use more

connection between the school and my team.		about the topic ● use a narrow range of vocabulary and syntactically simple sentences ● may rely heavily on the student's L1 with limited control.	about the topic ● use a narrow range of vocabulary and syntactically simple sentences to compare with limited control.	linking words to compare with emerging control.	complex linking words to compare ● provide a conclusion with developing control.
Vocabulary I can use focus vocabulary to support my message.	8	relying heavily on context, visual aids, and knowledge of morphology in home language: ● recognize the meaning of very few frequently occurring words, simple phrases, and formulaic expressions	relying on context, visual aids, and knowledge of morphology in home language: ● recognize the meaning of a few frequently occurring words, ● use simple phrases, and formulaic expressions with new vocabulary	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words): ● determine the meaning of, and use, frequently occurring words, phrases, frequently occurring expressions, and some idiomatic expressions	using context, some visual aids, reference materials, and an increasing knowledge of English morphology (e.g., affixes and root words): ● determine meaning of, and use, frequently occurring words, phrases, more complex expressions, and a growing number of idiomatic expressions
Clarity My message is organized. I communicate my message and details clearly.	10	with support (including modeled sentences): ● recognize and use a small number of frequently occurring nouns, noun phrases,	with support (including modeled sentences): ● recognize and use a small number of frequently occurring nouns, noun phrases,	with less support (including modeled sentences): ● use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and	with little support: ● use increasingly complex (e.g., noun, verb, adjective, adverbial, prepositional) ● use increasingly complex

		verbs, conjunctions, and prepositions ● understand and respond to simple questions ● may produce short, unclear phrases ● may rely on L1	verbs, conjunctions, and prepositions ● understand and respond to simple questions.	conjunctions ● produce simple, compound sentences and a few complex sentences ● message is increasing clear.	clauses (e.g., independent, dependent, relative, adverbial) ● produce and expand simple, compound and complex sentences.

Lesson Details & Sequence

Content Vocabulary	Focus Language Functions & Forms
- Bully, bullies (n.) - Bully, bullied, bullying (v.) - Prevent, prevented (v.) - Prevention (n.) - Threaten, threatened (v.) - Threat (n.) - Intimidate, intimidated (v.) - Intimidation (n.) - hurt (irregular v.) - taunt, taunted (v.) - care, caring, cared (v.) - grow up, grew up, growing up (v.) - run, ran (v.)	- Past tense verbs - regular - ed - irregular - feel, hurt, run, grow, hide, is - Cause & effect language function …. because … - As a result of _____, ... - Compare & contrast language function - like _____, - similar to _____,

	Day 1	Day 2	Day 3	Assessment
Outcomes	**Content** I can communicate the main idea of my anti-bullying message to my audience **Vocabulary** I can use focus vocabulary to support my message.	**Content** I can communicate the main idea of my anti-bullying message to my audience. **Details** I can use cause & effect language to describe how I responded to bullying to support my main idea. **Vocabulary** I can use focus vocabulary to support my message.	**Content** I can communicate the main idea of my anti-bullying message to my audience. **Details** I can use cause & effect language to describe how I responded to bullying to support my main idea. **Details** I can use language for comparing to communicate the connection between the school and my team. **Vocabulary**	All 5 learning outcomes detailed above.

			I can use focus vocabulary to support my message. **Clarity** My message is organized. I communicate my message and details clearly.	
Language Mode & Domains	● Receptive mode (viewing) ● Interactive mode (listening, viewing, reading, writing, speaking)	● Receptive mode (reading, listening) ● Interactive mode (listening, writing, speaking) ● Productive mode (writing)	● Receptive mode (reading, listening) ● Interactive mode (listening, writing, speaking) ● Productive mode (writing)	● Productive mode (oral presentation)
Focus Vocabulary	● Bully (n.), bullies (n.), bully (v.), bullied (v.) ● Intimidate (v.), intimidation (n.) ● run (v.), ran (v.)			
Focus Language Forms & Functions	Past tense verbs regular - ed irregular - feel, hurt, run, grow, hide, is	Past tense verbs regular - ed irregular - feel, hurt, run, grow, hide, is	Past tense verbs regular - ed irregular - feel, hurt, run, grow, hide, is	Past tense verbs regular - ed irregular - feel, hurt, run, grow, hide, is

		Cause & effect language function …. because … as a result of _____, …	Cause & effect language function …. because … as a result of _____, … Compare & contrast language function like _____, similar to _____,	Cause & effect language function …. because … as a result of _____, … Compare & contrast language function like _____, similar to _____,

Lesson 1

Learning Outcomes:
- I can **communicate** the main idea of my anti-bullying message to my audience
- I can use focus vocabulary to **support** my message.

Moment 1

Activity	Description	Notes
Image Analysis	*What do you see in the image?* Use any and all language you have, including your home language, to make observations of what you see in the image. *Image analysis → pair share → consensus discussion*	
Vocabulary in Context	Use your three vocabulary skills (context, word parts, and cognates) to determine the meaning of the focus term. *Vocabulary in context → semantic map→ vocabulary ring*	

Moment 2

Activity	Description	Notes
Listening & Viewing with Purpose	As you watch this excerpt (2:20 - 7:00), think about your experience with bullying. *What do you observe? How do you connect to the film?* Make note of your observations in your notebooks. *Listening & viewing with purpose, Moonlight (2016) → group consensus*	

Think-Pair-Share Discussion	*How have you experienced bullying?* Connect with a partner to discuss the think-pair-share prompts. *Think-pair-share* → *group consensus*	
Past Tense Verbs	*How do you make past tense verbs in your language? What do we know about making past tense verbs in English?* Let's look at the following example of text to look at how we create past tense verbs. *Class discussion →* *short mini lesson*	

Moment 3

Activity	Description	Notes
Task Introduction	Later this week, you will meet young students at Horace Mann Elementary School. Let's prepare by looking at these task instructions. *Community service task introduction →* *discussion/questions*	
Quick Write Extension	*How have you experienced bullying?* Use all the language you have to respond to the prompts. Be sure to include past tense verbs, and our focus vocabulary in your written description. *Quick write extension*	
Main Idea Share	As your partner shares, be sure to focus on the core of your teammate's message, as well as the past tense verbs for constructive feedback. *Pair share & feedback*	

Lesson 2

Learning Outcomes:
- I can **communicate** the main idea of my anti-bullying message to my audience
- I can use focus vocabulary to **support** my message.
- I can use cause & effect language to **describe** how I responded to bullying to **support** my main idea.

Moment 1

Activity	Description	Notes
Image Analysis	*What do you see in the image?* Use any and all language you have, including your home language, to make observations of what you see in the image. *Image analysis → pair share → consensus discussion*	
Think Pair Share	**As a result** of the bullying you **experienced**, how **did** you **feel**? Connect with a partner to discuss the think-pair-share prompts. *Think-pair-share → group consensus → verbs review & discussion*	

Moment 2

Activity	Description	Notes
Dictagloss	*What will we present to the Horace Mann students?* Let's listen to a sample presentation. You will hear the passage three times. After each passage, you will connect with partners around you to reconstruct the passage. **Write everything you hear!**	

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	Dictagloss task (teacher version) → student version (if extra support is needed)	
Cause/Effect Vocabulary	*What do you notice about the sample response?* Discuss the language you see in the sample response. Be sure to note the verbs, and a special type of phrase that can help us describe the *impact of actions*. *Think pair share discussion → short presentation*	

Moment 3

Activity	Description	Notes
Presentation Drafting	Put your skills to work! Use your past tense verbs and cause/effect language to respond to the first two parts of our presentation prompt. *Task presentation review → Horace Mann Elementary School → presentation draft*	
Peer Feedback	Listen to your teammates as they present the first two sections of their oral presentation. Provide constructive feedback to your partners on these three outcomes for your presentation: ● Content ● Details ● Vocabulary *Presentation feedback based on outcomes (p.2)*	
Presentation Rewrite	Use the feedback from your partner to revise your presentation. *Presentation revision*	
Video Practice	Post a recording of your presentation in Google Classroom. This is an opportunity to practice your oral presentation. Please comment on your teammate's presentations in Google Classroom. Be sure to focus on your presentation's:	

	● Content ● Details ● Vocabulary *Video practice → presentation feedback in Google Classroom*	

Lesson 3

Learning Outcomes:
- I can ***communicate*** the main idea of my anti-bullying message to my audience
- I can use focus vocabulary to ***support*** my message.
- I can use cause & effect language to ***describe*** how I responded to bullying to ***support*** my main idea.
- I can use language for ***comparing to communicate*** the connection between the school and my team.
- My message is organized. I communicate my ***message and details clearly***.

Moment 1

Activity	Description	Notes
Video Feedback Reflection	Check out the responses on your Google Classroom video post. *What do your teammates say about your video draft based on content, details, and vocabulary?* Make note of the presentation elements you would like to improve in class today. *Video feedback reflection → novel ideas share out*	
Quick Write Reflection	Use all the language you have to respond to the prompts. Be sure to include past tense verbs, and our focus vocabulary in your written description. *Quick write extension*	

Moment 2

Activity	Description	Notes
Word Play		

Compare Vocabulary		

Moment 3

Activity	Description	Notes
Presentation Drafting	Put your skills to work! Use your past tense verbs, cause/effect, and comparing language to respond to all three elements of our presentation prompt. *Task presentation review → Horace Mann Elementary School → presentation draft*	
Video Practice	Post a recording of your presentation in Google Classroom. This is an opportunity to practice your oral presentation. Please comment on your teammate's presentations in Google Classroom. Be sure to focus on your presentation's: ● Content ● Details ● Vocabulary *Video practice → presentation feedback in Google Classroom*	