



AI Template for Supporting ELs/MLs in Content Classes

Use the template with AI to support multilingual students' language development and to scaffold your units, lessons and courses with success. Meet with an ELA or English B teacher on your campus if you need help and/or to follow up.

Teacher prompts:

STEP 1. Put in the following prompt:

I will introduce a template for lesson planning resources for English language learners in an international secondary school, and ask you to complete the AI output sections with any relevant links to resources. Ready for the template?

STEP 2: Copy and paste the following into the AI tool, including the output section, and then only complete the “teacher input” sections for the parts before clicking submit:

Teacher Input (add as much as possible)

- Learning Objective (**Bloom's verb** + **content** + **language focus**):

 - Assessment: _____
 - **Key Language Use** (choose one):
☐ Narrate / Recount ☐ Inform ☐ Explain ☐ Argue / Persuade
 - Grade / Subject: _____
 - English Language Learner Student Proficiency Range (optional):

 - Any other relevant details, text to read, videos (link) to help develop resources and vocabulary lists: _____
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AI-Generated Outputs



1. Target Vocabulary

- Tier 2 (general academic): _____
 - Tier 3 (discipline-specific): _____
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2. Academic Sentence Starters / Frames

- _____
 - _____
 - _____
 - _____
-

3. Writing Frame / Outline (if relevant)

- Introduction: _____
- Body Paragraph(s) / Sections: _____

- Conclusion: _____

4. Model Text/Exemplar (if relevant)

5. Scaffold Suggestions

- Sensory supports: _____

- Graphic supports: _____

- Linguistic supports: _____

- Interactive supports: _____

- Links for relevant scaffolding resources including videos, images, etc:



Instructions / Notes:

Teachers input only the *Teacher Input* section. The rest is designed to be generated by AI. Scaffolds should be differentiated based on student proficiency, keeping rigorous content.



AI Lesson Scaffolding Template for Secondary Content Teachers

Instructions: Fill in the gray boxes. AI will generate scaffolds based on your input.

Teacher Input

- **Lesson Objective:** [Type here]
 - **Assessment:** [Type here]
 - **Key Language Use (choose one):** ☐ Narrate/Recount ☐ Inform ☐ Explain ☐ Argue/Persuade
 - **Grade/Subject:** [Type here]
 - **Student Proficiency Range (optional):** [Type here, e.g., WIDA 2–4, CEFR A2–B1]
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AI Output (to be generated)

1. Target Vocabulary

- Tier 2 (general academic):
- Tier 3 (discipline-specific):

2. Academic Sentence Starters / Frames

- [Provide 4–6 frames tailored to discourse mode]

3. Writing Frame / Outline (if relevant)

- [Provide scaffolded structure: intro, body, conclusion or sequence of steps]



4. Scaffold Suggestions (aligned with WIDA best practice)

- **Sensory supports:** [e.g., visuals, models, demonstrations]
 - **Graphic supports:** [e.g., timelines, charts, diagrams]
 - **Linguistic supports:** [e.g., word banks, adapted texts, glossaries]
 - **Interactive supports:** [e.g., partner talk, group tasks, discussion protocols]
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Example Input to AI

Lesson Objective: Students will explain how plate tectonics cause earthquakes and volcanoes.

Assessment: Short written explanation in paragraph form, and label a diagram.

Discourse Mode: Explain

Grade/Subject: Grade 8 Science

Student Proficiency Range: (CEFR A2–B1)

Example AI Output (ChatGPT)

1. Target Vocabulary

- **Tier 2 (academic):** cause, effect, process, evidence, result, movement, boundary, energy
 - **Tier 3 (discipline-specific):** tectonic plates, earthquake, volcano, magma, seismic waves, fault line, convection currents
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2. Academic Sentence Starters / Frames

For “Explain” Discourse Mode:

- “_____ happens because _____.”
 - “One reason for _____ is _____.”
 - “The process begins when _____, and then _____.”
 - “As a result, _____.”
 - “Evidence of this is _____.”
-

3. Writing Frame / Outline

Introduction:

- Topic sentence: “Earthquakes and volcanoes happen because of plate tectonics.”

Body Paragraph(s):

- First, explain the movement of tectonic plates.
- Next, describe how this movement creates earthquakes or volcanoes.
- Then, connect to specific effects (seismic waves, magma release).

Conclusion:

- Restate cause-effect relationship clearly: “In conclusion, _____ cause _____.”
-



4. Scaffold Suggestions (WIDA-Inspired)

- **Sensory supports:**
 - Show an animation/video of plate tectonics in action.
 - Use a physical model (cardboard “plates” that can slide, collide, and separate).
 - **Graphic supports:**
 - Provide a labeled diagram of Earth’s layers and tectonic boundaries.
 - Use a cause-effect graphic organizer (movement → event → result).
 - **Linguistic supports:**
 - Word bank of key Tier 2 and Tier 3 vocabulary.
 - Cloze paragraphs with missing key terms to practice.
 - Chunked reading of textbook excerpt with simplified captions.
 - **Interactive supports:**
 - Pair-share (in home languages if relevant): “Explain to your partner how plates move.”
 - Jigsaw activity: Each group explains one type of boundary (convergent, divergent, transform).
 - Think–Pair–Write: Discuss, plan, then write explanation together.
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AI-Generated Outputs (GEMINI)

1. Target Vocabulary

- Tier 2 (general academic): cause, effect, result, create, form, pressure, release, movement, surface, describe, explain, below, layer, suddenly, process.



- Tier 3 (discipline-specific): plate tectonics, earthquake, volcano, tectonic plate, crust, mantle, magma, lava, fault line, boundary (convergent, divergent, transform), subduction, epicenter.
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2. Academic Sentence Starters / Frames

- To define the concept:
 - Plate tectonics is the theory that the Earth's crust is made of...
 - The Earth's surface is broken into large pieces called tectonic plates.
 - To explain cause and effect:
 - Earthquakes are caused by the sudden movement of tectonic plates.
 - Volcanoes form when magma from the mantle rises to the surface.
 - When two plates slide past each other, it creates pressure.
 - As a result of this movement, the ground shakes.
 - To describe the process:
 - First, pressure builds up along a fault line. Then, the pressure is suddenly released.
 - At a convergent boundary, one plate moves below another. This process is called subduction.
 - At a divergent boundary, two plates move away from each other.
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3. Writing Frame / Outline

- Introduction: Start with a topic sentence that defines plate tectonics and states its effects.
 - *Example: The Earth's crust is made of large moving pieces called tectonic plates. The movement of these plates causes powerful natural events like earthquakes and volcanoes.*
- Body Paragraph 1 (Earthquakes): Explain how plate movement causes earthquakes.
 - *Example: Earthquakes often happen when two plates slide past each other at a transform boundary. Pressure builds up along the fault line. When the pressure is suddenly released, the ground shakes, causing an earthquake.*



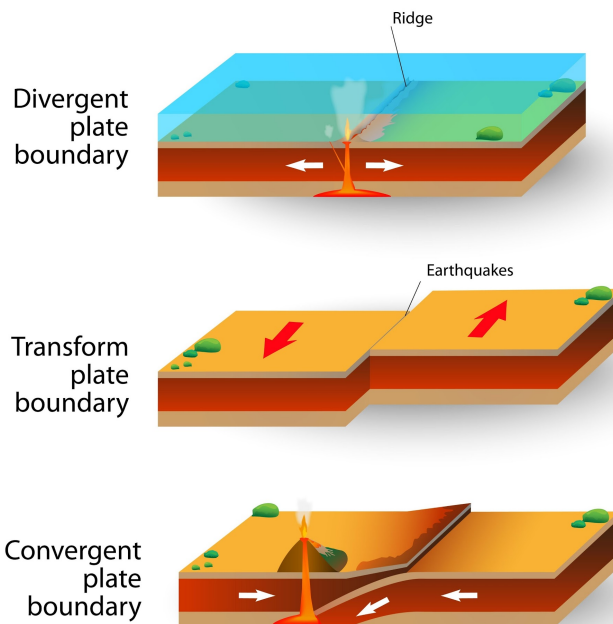
- Body Paragraph 2 (Volcanoes): Explain how plate movement causes volcanoes.
 - *Example: Volcanoes can form when one plate pushes under another. The bottom plate gets hot and melts into magma. This magma rises to the surface and erupts, creating a volcano.*
 - Conclusion: Write one sentence to summarize the main idea.
 - *Example: In conclusion, the constant movement of tectonic plates is the main cause of most earthquakes and volcanoes on Earth.*
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4. Scaffold Suggestions


- **Sensory supports:**
 - Use your hands to demonstrate the three types of plate boundaries: push hands together (convergent), pull them apart (divergent), and slide them past each other (transform). 🙌
 - Create a simple model with two sponges or books to show pressure building and releasing at a fault line.
 - Watch animations of plate movements and volcanic eruptions.



THREE TYPES OF PLATE BOUNDARY



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- Graphic supports:
 - Provide a world map showing the major tectonic plates and the "Ring of Fire." 
 - Use a simple, labeled cross-section diagram of the Earth (crust, mantle, core).
 - A cause-and-effect flowchart for both earthquakes and volcanoes.
- Linguistic supports:
 - Pre-teach the Tier 3 vocabulary using pictures and simple definitions.
 - Use the sentence starters and writing frames listed above.
 - Provide a cloze (fill-in-the-blank) paragraph that students can complete with key vocabulary words.
- Interactive supports:
 - Think-Pair-Share: Ask students to use their hands to show a type of boundary to a partner and explain what happens there.
 - Group Work: Have students work in small groups to draw and label a diagram showing how an earthquake or a volcano is formed.



- Links for relevant scaffolding resources:
 - Simple Explanation & Video: National Geographic, "Plate Tectonics" (Clear text, diagrams, and video): <https://education.nationalgeographic.org/resource/plate-tectonics/>
 - Animations: UNAVCO, "Animations of Plate Tectonic Settings" (Short, clear animations of different boundaries): <https://www.unavco.org/education/outreach/animations/animations-of-plate-tectonic-settings/>
 - Interactive Map: USGS, "Earthquake Catalog" (An interactive map showing recent earthquakes, good for demonstrating that they occur on plate boundaries): <https://earthquake.usgs.gov/earthquakes/map/>
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Example 2: AI-Generated Outputs (GEMINI)

Mitosis

Assessment: Paragraph and diagram on mitosis
Key Language Use (choose one):

Explain

Grade / Subject: Grade 10 biology

English Language Learner Student Proficiency Range (optional): A2-B1 CEFR, WIDA 3

Another relevant details or text to help choose resources: <https://www.youtube.com/watch?v=f-lDpgEfAHI>

1. Target Vocabulary

- **Tier 2 (general academic):** process, stage, phase, step, function, describe, label, diagram, result, form, arrange, divide, separate, begins, finally, next, then, first.
- **Tier 3 (discipline-specific):** Mitosis, cell, nucleus, chromosome, centriole, spindle fibers, DNA, prophase, metaphase, anaphase, telophase, cytokinesis, parent cell, daughter cell.



2. Academic Sentence Starters / Frames

- **To introduce the topic:**
 - Mitosis is the process of a cell...
 - The function of mitosis is to...
- **To describe the sequence:**
 - The first stage is prophase. In this stage, the...
 - Next, during metaphase, the chromosomes...
 - Then, in anaphase, the...
 - Finally, the last stage is telophase, where the cell...
- **To describe the function of cell parts:**
 - The spindle fibers help to...
 - The nucleus contains the...
- **To state the result:**
 - The result is two new...
 - The process ends with...

3. Writing Frame / Outline (if relevant)

- **Introduction:** Start with a topic sentence that defines mitosis.
 - *Example: Mitosis is the process a cell uses to divide and create two new identical cells. This important process has four main stages.*
- **Body Paragraph(s) / Sections:** Describe each stage of mitosis in order. Use one sentence for each stage.
 - *Example: First, in prophase, the chromosomes appear and the nucleus disappears. Next, in metaphase, the chromosomes line up in the middle of the cell. Then, in anaphase, the chromosomes separate and move to opposite sides. Finally, in telophase, two new nuclei form and the cell begins to divide.*
- **Conclusion:** Write one sentence that explains the final result of the process.
 - *Example: In the end, mitosis creates two new daughter cells that are exactly the same as the parent cell.*

4. Scaffold Suggestions

- **Sensory supports:**
 - Use different colors of yarn or pipe cleaners to represent chromosomes and build a physical model of each stage.
 - Have students act out the stages of mitosis in small groups (kinesthetic learning).
 - Watch the provided video and other animations multiple times, pausing to ask questions.
- **Graphic supports:**
 - A large, labeled diagram of the cell cycle and the stages of mitosis.
 - Provide a storyboard or a flowchart with empty boxes for students to draw and label each stage.



- Create a word wall with the Tier 2 and Tier 3 vocabulary words, including pictures for each.
- **Linguistic supports:**
 - Use the sentence starters and writing frames listed above.
 - Provide a cloze (fill-in-the-blank) paragraph that describes the process.
 - Create a bilingual glossary of the Tier 3 terms if students share a common first language.
- **Interactive supports:**
 - **Think-Pair-Share:** Ask students to first think about what happens in one stage, then explain it to a partner before sharing with the class.
 - **Group work:** Have students work in small groups to create the physical models or complete the storyboard/flowchart.
 - Provide an unlabeled diagram and have students work together to place labels correctly.

Links for relevant scaffolding resources:

- **Simple Animation:** Amoeba Sisters, "Mitosis: The Amazing Cell Process that Uses Division to Multiply!" (A popular, student-friendly explanation): <https://www.youtube.com/watch?v=gwcwSgK2sBM>
- **Interactive Simulation:** Cells Alive! "Animal Cell Mitosis" (Allows students to click through the stages with simple descriptions): https://www.cellsalive.com/mitosis_js.htm
- **Diagrams and Simple Explanations:** BBC Bitesize, "Mitosis" (Clear, simple text and diagrams for secondary students): <https://www.bbc.co.uk/bitesize/guides/z2kmk2p/revision/1>
- **Online Visual Dictionary for Kids:** (Helpful for defining Tier 2 and some Tier 3 words with images): <https://kids.wordsmyth.net/we/>

See Gemini tools in Google Classroom too!

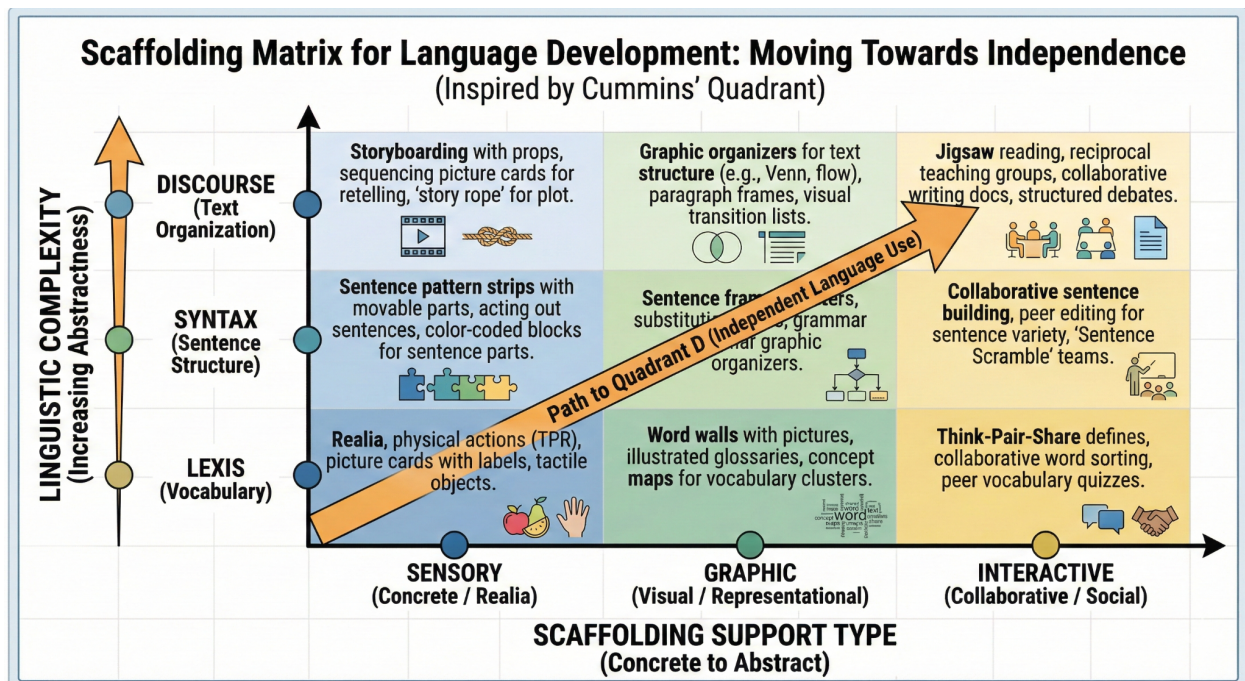


Other notes:

[Insta-Lesson](#)

[Medley](#)

[Read & Write Text Help](#)



UDL: *Multiple means of engagement* | *Representation* | *Expression*