

Case Study #1: Google in SYNC

Teacher: Ms. E Lopez

Date: 3-16-26

Length of lesson: 60 minutes

Subject/Class: Sheltered Algebra 1 **English proficiency levels:** EL levels 1 & 2

Topic: Quadratics Function and Vocabulary

Math Standards/Mathematical Practice: Model with mathematics and construct viable arguments and critique the reasoning of others. [Standards for Mathematical Practice - Content Standards \(CA Dept of Education\)](#)

Language Standards: C. Connecting and Condensing Ideas W.9–10.1-5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6;6.

Content objectives:	Students will use Google Translate and Google Images to translate the ten key vocabulary words into their native language.		
Language objectives	Students will practice saying and writing the new vocabulary words.		
Content concepts	Students will begin connecting the different models of quadratic functions: Table, Graph, function, and factored form.		
Key vocabulary	quadratic equation quadratic function factored form standard form	Parabola Concave up Concave down	Line of Symmetry Vertex Second difference
Adaptations for different proficiency levels(scaffolds)	This entire lesson is an adaptation to serve every multilingual learner in my sheltered Algebra 1 class		

Activities

Links to learning Experience:	<ol style="list-style-type: none"> 1.  Unit 6: vocabulary in context fill in using NotebookLM titled Unit 6 (20min) 2.  Unit 6 quadratic vocab and notes.pdf (Student notes 15min) 3.  Vocab study: Quadratics (slides) (Drag and drop activity 10 min) 4. Vocab quiz (Google form) Exit ticket(10min)
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Instructions

This lesson is intended for March 16, 2026. On Friday, I introduced my Multilingual learners to the list of words. I had them break up into teams and create a poster with each term. I then had them choose any language to translate the words into; some chose their native language, and others chose a completely different language, such as Korean, French, or Portuguese (The native languages spoken were also chosen). On Monday, every student will fill in their own vocabulary tracker (attached) in their native language and can use the notebookLM and the posters created by their peers.

1. Students will use Google Translate and the created NotebookLM to find the meaning of each vocabulary word in their native language and track their findings

 [Unit 6: vocabulary in context](#) (students pair up to accomplish this).

2. Direct instruction will occur after, as a class we will fill in page 2 in the student notes. This document will live in their binder.  [Unit 6 quadratic vocab and notes.pdf](#)

3. Students will complete Part 1 only in Vocab study: Quadratics using their Unit 6 Vocabulary tracker  [Vocab study: Quadratics](#) (slides)

4. [Vocab quiz \(Google form\)](#). This Exit Ticket is intended to help design the following day. The data will inform when the class can move into part 2 of the slides and notes.

5. Choral response, students practice saying each word aloud as a class (5min)