Name: \_Sue Collins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_12/12/13\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_5\_\_\_\_

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Math | | | | | | | #\_\_26\_\_\_ of students in my class, of which \_\_6\_\_\_ are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):6 Spanish speakers ( 1from Spain and all others from the Dominican Republic) | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: WIDA ACCESS Spring 2013[[1]](#footnote-1)  *See WIDA “Can Do” descriptors[[2]](#footnote-2) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Student B | | | | | | | | | 3.9 | | 3.9 | 3.9 | 5.0 | 3.9 | 4.4 | 4.3 | 4.0 |
| Student F | | | | | | | | | 3.8 | | 3.2 | 6.0 | 4.3 | 3.6 | 5.4 | 3.6 | 4.0 |
| Student E | | | | | | | | | 2.7 | | 3.7 | 5.3 | 4.9 | 3.3 | 5.1 | 3.4 | 3.8 |
| Student G | | | | | | | | | 3.6 | | 3.4 | 4.5 | 4.3 | 3.5 | 4.4 | 3.9 | 3.7 |
| Student S | | | | | | | | | NA | | NA | 4.5 | 3.6 | NA | 3.9 | NA | NA |
| Student V | | | | | | | | | 1.8 | | 2.3 | 1.0 | 2.8 | 1.9 | 1.7 | 1.9 | 1.8 |
| Other support services that my ELLs receive: ELL services from ESL teacher | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  **Massachusetts Curriculum Framework for Mathematics, Grade 5:**  **5.NF Number and Operations- Fractions :Use equivalent fractions as a strategy to add and subtract fractions.**  **1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.**  **2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.** | | | | | | | | | | | | | | | | | |
| Content Objective(s):Students will explore a real life situation that requires operations on fractions in a content that invites the use of informal strategies rather than formal rules and algorithms. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  1. Students will read a story about making brownies - making task, involving ingredients in whole numbers and fractions. They will illustrate and share out what ingredients are needed for the recipe.  2. Students will then develop their own story, using the original recipe but now adjusting measurements for several batches.  Language Objectives Differentiation for Proficiency Levels:  Students at WIDA Level 6:   * Will orally report out the information in their own words.   Students at WIDA Level 5:   * Will carry out oral instruction containing grade-level, content –based language. * Will construct models and use manipulatives to problem-solve on oral discourse. * Form an opinion from oral scenarios. * Sequence steps in grade-level problem-solving. * Will explain in detail results of inquiry.   Students at WIDA Level 4:   * Will interpret oral information and apply it. * Will infer from and act on oral information. * Will give content based oral reports. * Will discuss stories , issues and concepts.   Students at WIDA Level 3:   * Will follow multi-step oral directions. * Will sequence a process and procedure. * Will answer simple content-based questions. * Will offer solutions to social conflict. * Will interpret information from a chart. * Will present content-based information. * Will identify main idea and some details. * Will produce simple expository text. * Will string related sentences together. * Will compare/ contrast content-based information.   Students at WIDA Level 2:   * Will categorize content-based pictures or objects from oral descriptions. * Arrange pictures or objects per oral information * Will follow two-step directions. * Will draw in response to oral descriptions. * Will evaluate oral information. * Will follow visually supported written directions. * Will make a list from labels. * Will complete/ produce sentences from word/ phrase banks or walls. * Will fill in graphic organizers.   Students at WIDA Level 1:   * Will name pre-taught objects or pictures. * Will recite words or phrases from pictures of everyday objects and oral modeling. * Will answer yes/no and choice questions. * Will identify cognates from first language. * Will match illustrated words/ phrases in different contexts | | | | | | | | | | | | | | | |
| Mentor Text or Source:  Bits and Pieces I, Understanding Rational Numbers, Dale Seymour Publications, 1998.  Massachusetts Mathematics, Scott Foresman-Addison Wesley, 2005.  envision Math, Common Core, Scott Foresman-Addison Wesley, 2012. | | | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-3)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  fraction factor  cup teaspoon  ounce | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  numerator denominator  Mixed number improper fraction  simplest form common denominator | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  least common denominator | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| The students have already been introduced to basic fractions. They are able to identify fractions, draw and describe equivalent fractions. Students are familiar with and able to add and subtract numbers. Students already have mastered the parts of a fraction and what each part represents. Students will be able to add measurements with simple basic cooking devices. They will see how units of measurements can be combined to make larger batches of the initial recipe. As the lesson develops, they will be able to develop their own recipes using other various forms of measurement.  To complete this lesson, students will need to categorize and arrange items needed for the recipe. They will have to display information in a specific order as to how the directions are listed. Students will restate their new developed recipe and produce sentences when provided with some assistance. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| The formative assessment for this lesson will be the final product that each group of students will develop. Each group will take the first initial introduced Brownies recipe and add to the original batch. Some groups will double and triple the batch while other groups will be given a specific amount of people the Brownies needs to serve and have to figure out how many batches that will take. Each group will be able to see and use real measuring cups and spoons. However, when it comes to the actually presentation of their recipe they will use paper cup and spoons. Each group will display a model the gives each ingredients specific amount and order of ingredient as it is called for on the original recipe. | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | Speaking | Writing | Listening | Reading | |
| **Lesson 1 - A recipe and how important the steps are.** After choosing a group the students will be introduced to the situation involving the “Chunky Brownies with a Crust” they will partner read and discuss what is needed for ingredients as well as the importance of the steps of the instructions. | | |  |  |  |  | | Partner Reading | | | | | | | | | |
| Next, students will quickly write what is needed and the steps to making a Peanut Butter and Jelly Sandwich. The steps will need to be in perfect order to ensure the sandwich is made properly. A model will be provided for all and a Language Experience Approach list of steps will be provided for those who need it. Finally, students will discuss the importance of cooking steps and what could happen if the steps were not taken into consideration or in the wrong order. This sharing will be done in groups as well as with the whole class. | | |  |  |  |  | | Quick write  Think Pair Share  Think Aloud | | | | | | | | | |
| Lesson 2-  I frontloaded the Tier 1 and 2 vocabulary words to reinforce and remind previously learned terms. I used the 7 Step Process to pre-teach the Tier 3 word : Least common denominator. We used the word wall with brief examples of each term as a reference if needed later. | | |  |  |  |  | | Frontloading  7 Step Process  Word Wall | | | | | | | | | |
| Next, we looked at and worked with actual cooking measurement tools such as a cup and teaspoon. We discussed how each tool is used to make exact measurements and how each tool is read. | | |  |  |  |  | |  | | | | | | | | | |
| Finally, using the original recipe to draw and illustrated the ingredients. Special attention was given to the order and sequence each item was needed. | | |  |  |  |  | | Draw and illustrate | | | | | | | | | |
| **Lesson 3- Several batches of Brownies**  As a class, we discussed what would be done and needed to make several batches of Brownies. We went over that the original batch made 15 large, 20 medium, or 30 small brownies. Each group of students was assigned a new amount of Brownies that their group needed to make:  2batches  3 batches  30 large brownies  45 large brownies  40 medium brownies  60 medium brownies  60 small brownies  90 small brownies  As students were calculating their new amounts I walked around the class and played a little game of “True/ False”. For example, I would say 1 egg is needed for 1 batch of brownies, Is it true or false 4 eggs is needed for 4 batches of brownies? | | |  |  |  |  | | Think, Write, Pair, Share  True/ False | | | | | | | | | |
| Finally, an Exit Ticket was needed to conclude the class. The students were reminded that 1 ¼ cups of flour was needed for I batch of brownies, How much flour was needed for 3 batches of brownies. Each student needed to put their name and answer on a small post-it note and leave it on the Exit Ticket board on the way out of the room. | | |  |  |  |  | | Exit Ticket | | | | | | | | | |
| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  As a follow-up to these activities, I did bake 3 batches of brownies all in the same size pan. My students were very excited and eager to cut the brownies. I used sever templates and we discussed the different ways to get 15,20 or 30 pieces out of each batch. The Ell’s will continue to hear, discuss, see and write about previously learned concepts while adding the new step of cutting the brownies. | | |  |  |  |  | |  | | | | | | | | | |

**Lesson Integration Checklist:**

* My Content and Language Objectives support each other.
* I differentiated my language objectives to accommodate my students’ proficiency levels.
* I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.
* I chose activities that integrate speaking, writing, reading, and listening to the extent possible.
* I differentiated my assessment to accommodate my students’ proficiency levels.
* My assessment reflects the targeted language from my lesson’s mentor text or source.

**Reflection**

I found most of these strategies worked great for my English language learners. The strategies could all be adapted to adjust to various grade levels as well as various subject areas. For example, I love the use of “exit tickets”. This strategy was a perfect tool to assess my math students. I was able to quickly check who was on target and who needed more assistance. I did notice how other teachers also used this tool whether it was a kindergarten teacher checking on a word sound or a high school teacher checking on a formula. All of the strategies can be adjusted to fit all needs with a little creativity.

When using any of these strategies a teacher must be creative and open to change. The teacher must be able to take the concept and adapt it to the needs of her students. For example, I was often met with the challenge of how my math students would benefit from these ideas, as most of the strategies relate to ELA. But I did find most all could help in the area of math. I started using the 7 Step Vocabulary to introduce new math terms, or the double entry journal to explain math terms and concepts. So, I feel all teachers could and should be able to adapt to all of these strategies to help their ELL students.

1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-1)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-2)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-3)