Name: \_\_\_\_Andrew Larocque\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_1/23/2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_9th\_\_\_\_\_\_

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Algebra 1 | | | | | | | | #\_\_23\_ of students in my class, of which \_\_2\_\_\_\_\_ are ELLs | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): 2 Spanish speakers (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 J. | | | | | | 3.4 | | | | 3.7 | 3.9 | 6.0 | | 3.6 | 5.0 | 4.2 | 4 |
| Student P. | | | | | | 2.7 | | | | 3.2 | 2.1 | 3.2 | | 3.0 | 2.7 | 2.9 | 3 |
|  | | | | | |  | | | |  |  |  | |  |  |  |  |
|  | | | | | |  | | | |  |  |  | |  |  |  |  |
| Other support services that my ELLs receive: Have ESL class; SEI through Category training | | | | | | | | | | | | | | | | | |
| C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfLesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  CCSS.MATH.CONTENT.HSA.CED.A.2 Create equations in two or more variables to represent relationships between quintiles; graph equations on coordinate axes with labels and scales.  CCSS.MATH.CONTENT.HSF.LE.F.2Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). | | | | | | | | | | | | | | | | | |
| Content Objective(s):   * Calculate the slope between two points * Find other points on a line when given a slope and a point * Recognize if points are collinear | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*   * Students will write notes Identifying and Analyzing Text Features * Students will read a discussion question about collinearity, write a sentence frame and explain orally during a Think-Write-Pair-Share * Students will write summarizing collinearity using a write-around   Language Objectives Differentiation for Proficiency Levels:  Student at WIDA levels 3:   * Student will read and be able to answer questions about explicit information in texts * Student during the Think-Write-Pair-Share will evaluate information in social and academic conversation   Student at WIDA levels 4:   * Student will take a stance and use evidence to defend answer while discussing with peers * Student will summarize content-related notes from lecture or text to explain collinearity | | | | | | | | | | | | | | | |
| Mentor Text or Source: CME PROJECT Algebra 1 Common Core | | | | | | | | | | | | | | | | | |
| 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*   * Line * Triangle * Points | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*   * Assumption * Contains * Lie | | | | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*   * Collinear * Horizontal Line * Vertical Line * Slope * Conjecture | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| * Students know how to find the slope of a line that passes through two points. They know the slope of a horizontal line is zero and the slope of a vertical line is undefined. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Using Formative Assessment:   * Answers to the Do Now about finding slope * Listening to the students responses during the Think-Write-Pair-Share * Students answers to class discussion * Observing the students practice pg. 344 problems 1-3, and 5 * Exit Slip summarizing collinearity | | | | | | | | | | | | | | | | | |
| 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: | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfWriting | Listening | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfReading | |
| Students start the class with the first 7 to 10 minutes with a Do Now. I take attendance and check homework. The Do Now:  Find the slope of the line that passes through the given points.   1. (2,2),(6,6): Slope = 1 2. (6,6),(8,1): Slope = -5/2 3. (2,2),(5,2): Slope = 0 4. (12,-2)(12,5): Slope = undefined | | | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The Do Now activates prior knowledge and allows the students to read the board. They write the Do Now in their binder. After the allotted time, a student goes to the board, answers the problems and explains the process. This gives the other students a chance to listen to their peers explain their thinking in mathematics. I will model any corrections that need to be made. | | | | | | | | |
| Review Homework questions that caused students confusion. | | | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | |  | | Reviewing homework is an opportunity for students to express their confusion and ask any questions from the previous lesson. Students speak and listen to me answer questions or to one another if I am able to pose the question to the class. They fix their homework during this time. | | | | | | | | |
| Turn to pg. 342 and take notes Identifying and Analyzing Text Features. | | | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Identifying and Analyzing text features is a reading strategy. I combine it with take notes. The students start by writing down the title of the section after the Do Now in their binder. A student volunteers to read. We write down the definition to collinear which is highlighted. The students analyze 2 graphs and write down the bullet points from the page. | | | | | | | | |
| The students will answer the discussion question on the page using Think-Write-Pair-Share using sentence frames.  Discussion Question:  What are some possible ways to determine whether three points are collinear by looking at their coordinates? How can you tell if three points lie on a horizontal line? On a vertical line? On any line?  Sentence Frames:   * + Three points lie on a horizontal line when their \_\_\_\_\_\_\_\_\_\_\_ are the same. The slope of a horizontal line is \_\_\_\_\_\_\_\_\_.   + Three points lie on a vertical line when their \_\_\_\_\_\_\_\_\_\_\_ are the same. The slope of a vertical line is \_\_\_\_\_\_\_\_\_\_.   + I can determine whether three points are collinear on any line by comparing their \_\_\_\_\_\_\_\_\_. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The Think-Write-Pair-Share is an interaction strategy. I incorporate it with sentence frames because of the success I had during my first strategy implementation. It helped the students read and listen to academic language. It also helped write and speak using the academic language. Sentence frames is a great vocabulary strategy that makes students incorporate vocabulary into their writing. It also gives a hint to students who struggle to write. | | | | | | | | |
| Complete the notes from pg. 343 Identifying and Analyzing Text Features. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | They have the formal rule for collinear points written in words and algebraically. I have the students read and we answer guided question that are on the page. | | | | | | | | |
| As individuals and partners the students will work on Pg. 345 questions 1-3,5  1. Are the three points collinear?  A(-1,3), B(4,15), C(14,39) Answer: Collinear  2. Which three points lie on the same line? Explain. A(-4,-1), B(-1,2), C(2,4), D(3,6)  Answer: A,B,D  3. Derman is wondering about the assumption in this lesson. He says “Why do they use m(A,B) = m(B,C)? Why not us m(B,A) = m(A,C) or m(A,C) = m(B,C)?” How would you explain to Derman that these all work as well?  Answer: It is enough to compare just two of the slopes to test collinearity. If you know two of the slopes are equal, then the third must be equal to the other two.  5. Describe or show a point-tester to determine whether a point is on the line that contains (2,3) and (12,-4).  Answer: (y-3)/(x-2) = -7/10 | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | I allow the students to practice on their own discussing with their partners if they have questions. The rule is “ask three before me.” I walk around the class monitoring the students’ progress and listening to their conversations. The students are reading the text book and writing their answers. They are listening to their peers’ questions and giving answers. | | | | | | | | |
| As a class we will review the questions | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | We discuss the answer to the questions. A student reads the question and gives an answer. I call on another student for the same question. I facilitate a conversation around the answers students give me. The students have to continuously explain their thinking. | | | | | | | | |
| Complete an Exit slip in a group of four students using a Write Around. | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The Write-Around is a writing strategy that I will use for my exit slip. In groups of four, each student will write a sentence related to the previous sentence summarizing what they have learned about collinearity. | | | | | | | | |
| 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?*  Pg. 344,345 Questions 6,8  6. Find three points on the graphs of each equation. Are they collinear?   1. y-5=4(x-2) Answer: Collinear 2. 3x+2y=4 Answer: Collinear 3. y=x2 Answer: Not Collinear   8. Suppose l is the line that contains the points R(-2,4) and S(6,2). Which of the following points are on l? Explain   1. (1,3) Answer: No 2. (1, 13/4) Answer: Yes 3. (2,3) Answer: Yes 4. (4,2.6) Answer: No   The homework allows the students to continue to practice meeting the content objectives of calculate the slope between two points, finding another point on a line when given a slope and a point, and recognizing if points are collinear.  Question 6 will lead students in the future to realize that certain equations are linear and others are not. | | | | | | | | | | | | | | | | | |

**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.

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)