

Students' Language Needs

- Sequence words to connect thoughts
- Writing simple stories and retelling stories
- Use academic language for Math (Mathematical literacy)

Unit/Lesson Objective(s)
(Content Objective)

- Students will connect addition stories to math equations and write the equations.

"Texts"
(Comprehension of oral or written language)

- *Apples* addition poem
- Listen to teacher modeling addition story
- Addition equations
- Manipulatives represent addition stories being told

Parts of content objective(s) that relate to texts:

- Connect addition stories to math equations

"Tasks"
(Production, interaction, writing, assessments)

- Write addition equations
- Orally tell addition stories
- Use manipulatives to illustrate addition story

Parts of content objective(s) that relate to tasks:

- Write the equations

Discourse/Message Demands (Thinking skills, message organization)	Sentence Demands (Syntax/grammar)	Word/Phrase Demands (Vocabulary/figurative language)
<ul style="list-style-type: none"> - Structure of an equation - Story versus equation - Inform and solve problems - Solve problems 	<ul style="list-style-type: none"> - Simple sentences - Sequence words 	<ul style="list-style-type: none"> - First, then - equals, equation - together, plus

Most Pressing Language Demands
(Most useful and important language demands needed to support learning objectives, texts, and tasks)

- Sequence words
- Structure of equation

Language Objective

- Students will use key vocabulary (first, then, plus, equals) while telling their addition stories.
- Students will state the equation for the story, appropriately, orally and in writing.

Students' Language Needs

- Learn skills to keep a conversation going (asking questions, seek clarity)
- Compound and complex sentences

Unit/Lesson Objective(s)
(Content Objective)

Students will identify ways in which the British policies after the French and Indian war led to colonial dissatisfaction.

"Texts"
(Comprehension of oral or written language)

- Anticipation guide (True or False) for predictions
- Textbook section discussing effects of French and Indian War
- Editorial Rubric

Parts of content objective(s) that relate to texts:

- Identify British policies
- Identify colonial dissatisfaction after French and Indian War

"Tasks"
(Production, interaction, writing, assessments)

- Share answers to T/F anticipatory guide and reasoning with partner
- Check predictions with partner while reading textbook
- Whole class debrief on anticipatory guide using sentence frames
- Cause and effect chart
- Write editorial from the point of view of a colonist

Parts of content objective(s) that relate to tasks:

- British policies that led to colonial dissatisfaction (cause and effect)

Discourse/Message Demands (Thinking skills, message organization)	Sentence Demands (Syntax/grammar)	Word/Phrase Demands (Vocabulary/figurative language)
<ul style="list-style-type: none"> - Cause and Effect - Seek Information - Analyze and Infer - Format of Letter to the Editor 	<ul style="list-style-type: none"> - Parallel structure - Adverb clause - Cause and effect conjunctions - Compound sentences 	<ul style="list-style-type: none"> - Appalachian Mountains, frontier - Proclamation of 1763 - Expansion, revenue, debt - Treaty of 1763

Most Pressing Language Demands
(Most useful and important language demands needed to support learning objectives, texts, and tasks)

- Cause and effect conjunctions
- Ask questions during anticipatory guide and reading to get deeper understanding of content

Language Objective(s)

Students will ask for and give information about British policies following the French and Indian War.
Students will use cause and effect conjunctions when discussing the effect of British policies on colonists.

Students' Language Needs

- More speaking practice
- Develop "Think like a scientist skills" (disciplinary literacy)
- Know how to write lab reports



Unit/Lesson Objective(s)
(Content Objective)

Students will prepare a wet mount slide of cheek and onion skin cells.
Students will observe cells and draw diagrams of what they see in the microscope.

"Texts"

(Comprehension of oral or written language)

- Video on cells
- Slide show with directions to create a wet mount slide of cheek cells that demonstrates the procedures with graphics
- Video of steps to create a wet mount slide of onion skin cells

Parts of content objective(s) that relate to texts:

- observe cells

"Tasks"

(Production, interaction, writing, assessments)

- Quickwrite about cells
- Create a wet mount slide of cheek cells
- Draw diagrams of cheek and onion skin cells
- Write detailed observations on Lab Report
- Students orally explain to partner the steps to creating wet mount slide
- Student discuss in pairs their observations

Parts of content objective(s) that relate to tasks:

- prepare a wet mount slide

Discourse/Message Demands

(Thinking skills, message organization)

- Seek information
- Analyze
- Classify
- Compare

Sentence Demands

(Syntax/grammar)

- Sequence words
- complex sentences

Word/Phrase Demands

(Vocabulary/figurative language)

- glass slide, cytoplasm
- coverslip, cell
- cell membrane
- cell wall, nucleus

Most Pressing Language Demands

(Most useful and important language demands needed to support learning objectives, texts, and tasks)

- Sequential words
- Classify

Language Objective

Students will orally tell a partner the steps for creating a wet mount slide of cheek cells and onion skin cells using sequence words (first, second, third)