

## Sample SDAIE lesson plan

<b>Grade/Subject</b>	Grade 5, Science	<b>Proficiency levels</b>	Intermediate to early advanced
<b>Language form</b>	Paragraph and narrative writing	<b>Language function</b>	Describing, sequencing
<b>ELD standards</b>	<i>Intermediate</i> —Use content-related vocabulary in discussions and reading. <i>Early advanced</i> —Identify some significant structural patterns in text (sequence, cause and effect). Use complex vocabulary and sentences appropriate for Language Arts and other content areas.		
<b>Content standards</b>	<i>Life Sciences, 2a</i> —Know that multicellular organisms have specialized structures to transport materials. <i>English-Language Arts, Reading 2.2</i> —Analyze text that is in sequential or chronological order.		

### Language objectives

- Students will be able to access and comprehend science text.
- Students will be able to write a complete paragraph with topic sentence, supporting sentences, and correct punctuation.
- Students will be able to use and spell vocabulary words.

### Content objective

- Students will know that multicellular organisms have specialized structures to support the transport of materials.

### Vocabulary

- Circulate, organism, membrane, structure, transport, cell

### Getting and keeping students engaged

- Introduce vocabulary, engaging partners in using prior knowledge to match word cards to definition cards.
- Check understanding as whole class through additional visual/contextual information about the vocabulary.
- Have students identify vocabulary words from definitions to build first half of a Bridge Map.  
**Check for understanding by ...** seeing how well students match cards, identify words from visual/contextual clues and definitions, and utilize vocabulary in Bridge Maps.

### Practice, practice, practice

- Students compare plant and animal cells using a Double Bubble Map (only similarities at first).
- Partners read text together, then continue filling in the Double Bubble Map as a class.
- Whole class shares information from reading and students add details to their journals as appropriate.
- Whole class engages in “quiet choral read,” then builds a teacher-guided Flow Map of the journey of a blood cell.
- Whole class discusses characteristics of single- and multi-cell organisms and teacher guides students in creating T-Charts.  
**Check for understanding by ...** student participation, review of journals, and development of individual T-Charts.

### Integration through speaking and writing

- Students write a paragraph about multi-celled organisms based on the Flow Map developed by the whole class.
- Students read their paragraphs to partners and make corrections as needed.  
**Check for understanding by ...** review of paragraphs written by students.

### Demonstrate proficiency

- Students extend learning by creating a comic book about the journey of a blood cell.