Sample SDAIE lesson plan

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