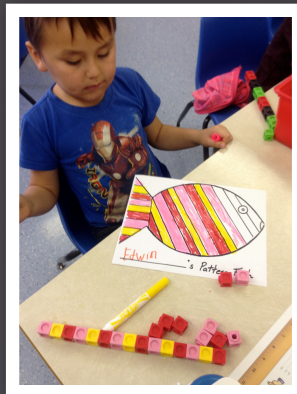
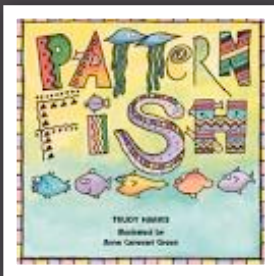


Language Supported Math Lesson (K-3 Patterning)

Pattern Fish, by Trudy Harris

Developed by Darcy LeBlanc and Paula Thompson, Yukon Education



Learning Intentions

Students will...

- **view a book about patterns.** (Identify; Describe; Compare)
- **make a pattern using manipulatives.** (Create)
- **talk about patterns using key vocabulary.** (Describe)
- **translate a pattern from manipulatives to picture.** (Extend/Reproduce)
- **write about a pattern using key vocabulary.** (Describe)

Activate Prior Knowledge

- **What do you know about fish?**
- **Who has gone fishing before?**

Book Walk

- **When we do a Book Walk, I want you to use your eyes to notice what's happening in the pictures to preview the book.**
- **What are you noticing?**

Purpose

- **Discuss Learning Intentions criteria.**
- **Discuss key vocabulary: pattern and repeat. Ask students to use the key vocabulary in the context describing their everyday lives.**
- **As we view the story, Pattern Fish, I want you to think about how the key words pattern and repeat are important to this story.**
- **How were our key words pattern and repeat important when we did the book walk and then read the book?**
- **Read the About Patterns pages at the end of the book as a summary.**

Read-aloud

- ♦ Allow students to make predictions of how the pattern will continue on the next page based on the word patterns in the book.
- ♦ Turn back to the picture page and ask for examples of other patterns.
- ♦ Emphasis the key vocabulary pattern and repeat.

Summarize

- Ask students how they think the key vocabulary words, pattern and repeat, played an important role in the story Pattern Fish.
- Read the summary page About Patterns at the end of the book.

Performance Tasks

a) Create a Pattern

- Review Learning Intentions.
- Model creating a pattern with manipulatives.
- Model talking about a pattern with a partner using sentence frames.
- Model talking about a pattern with a teacher using sentence frames.
- Students create a pattern and then talk about their pattern to a partner and then the teacher.

b) Translate a Pattern

- Review Learning Intentions.
- Model translating pattern from manipulatives to pattern fish picture.
- Students translate their pattern from the manipulatives to their pattern fish picture.

c) Write about a Pattern

- Review Learning Intentions.
- Model how to write about a pattern using sentence frames.
- Students write about their pattern using sentence frames.




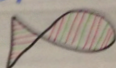
Sentence Frames

I made a pattern.

It repeats _____ over and over again.

The pattern type is _____.

Students will...

- read about patterns 
- make a pattern 
- talk about patterns 
- use a pattern on a fish picture 

I made a pattern.

It repeats _____
over and over again.

The pattern type is _____

brown

blue

yellow

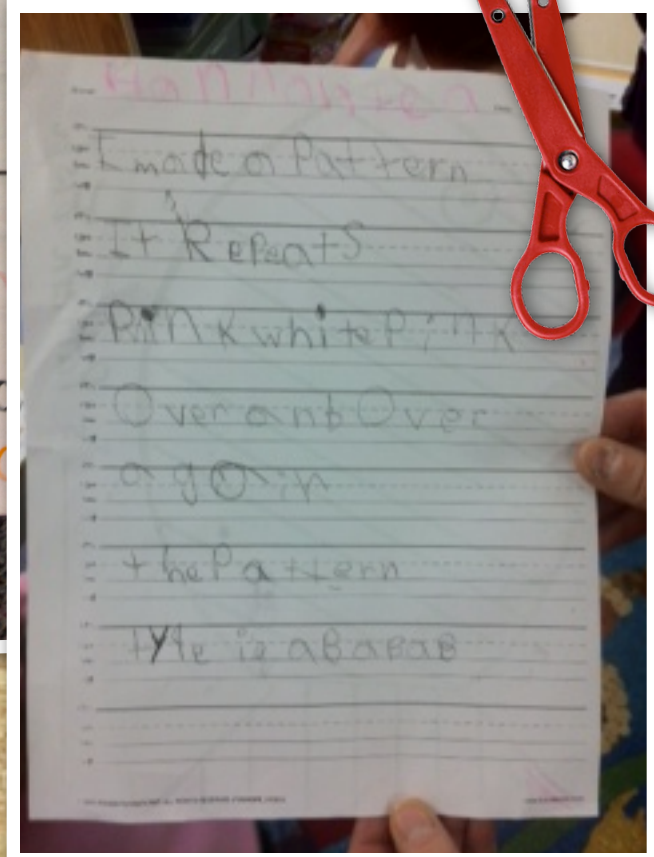
red

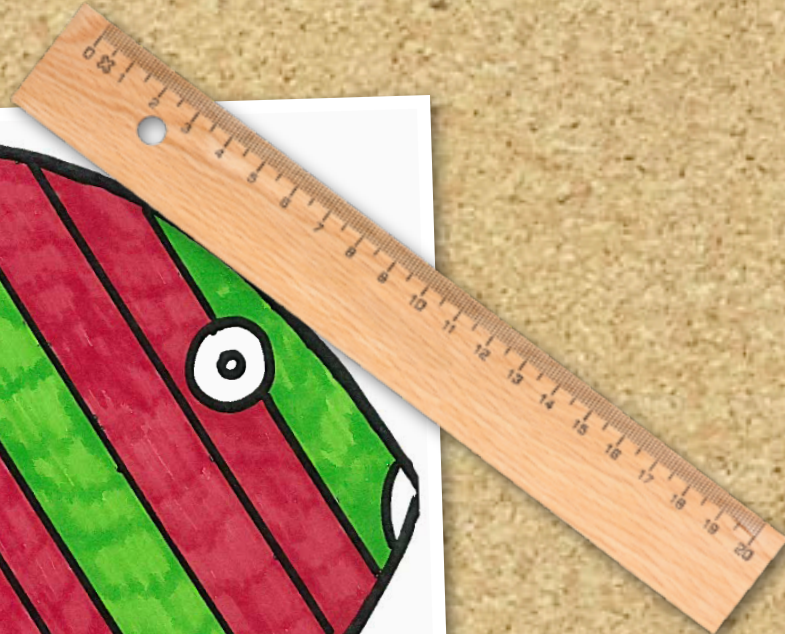
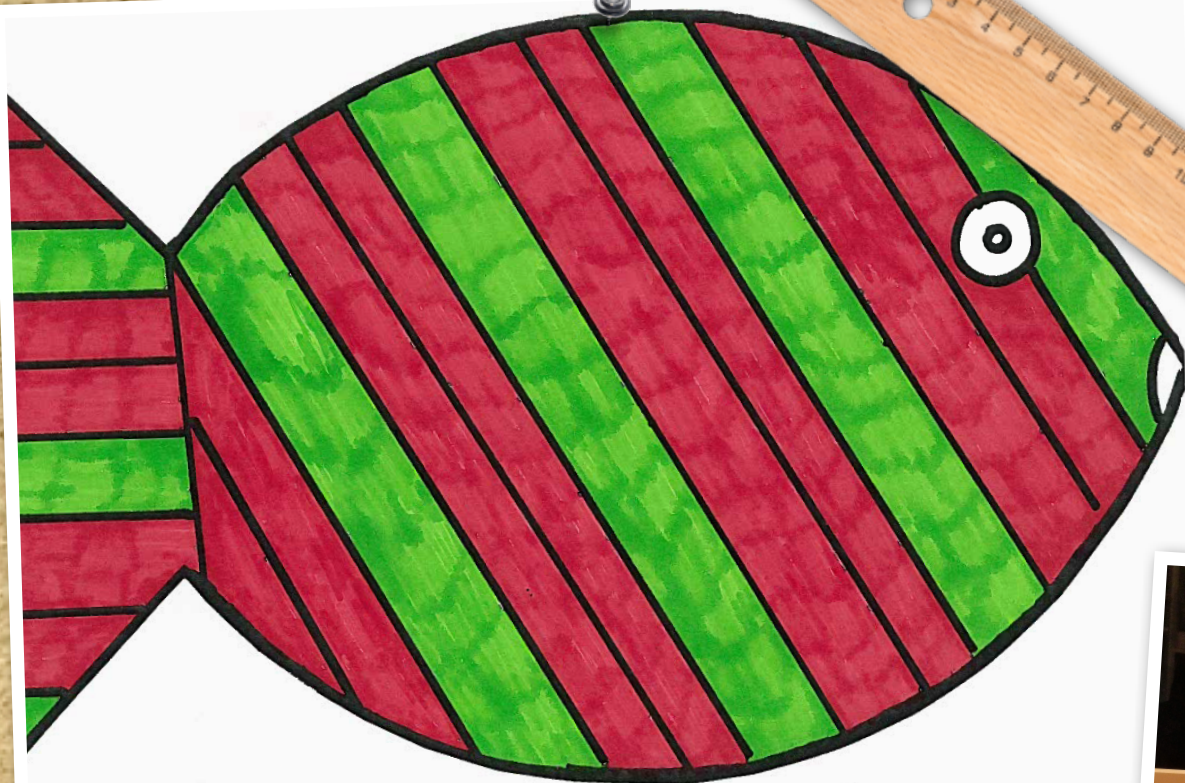
green

pink

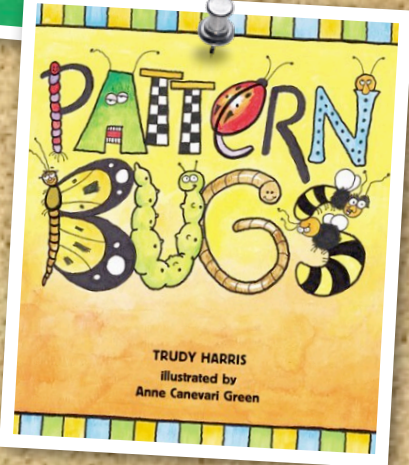
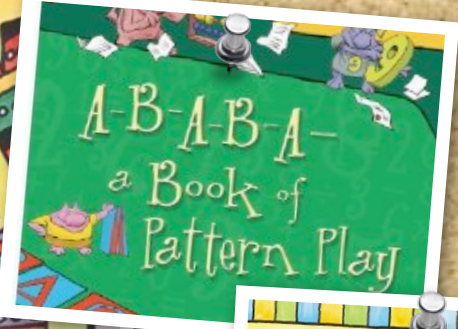
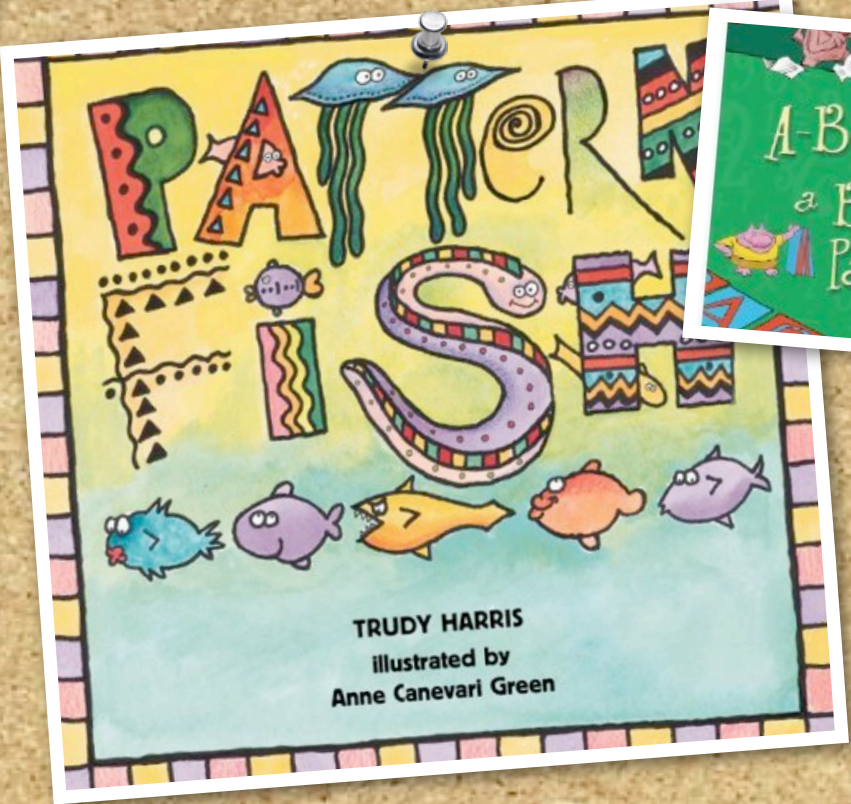
black

orange





Darcy & Paula 's Pattern Fish



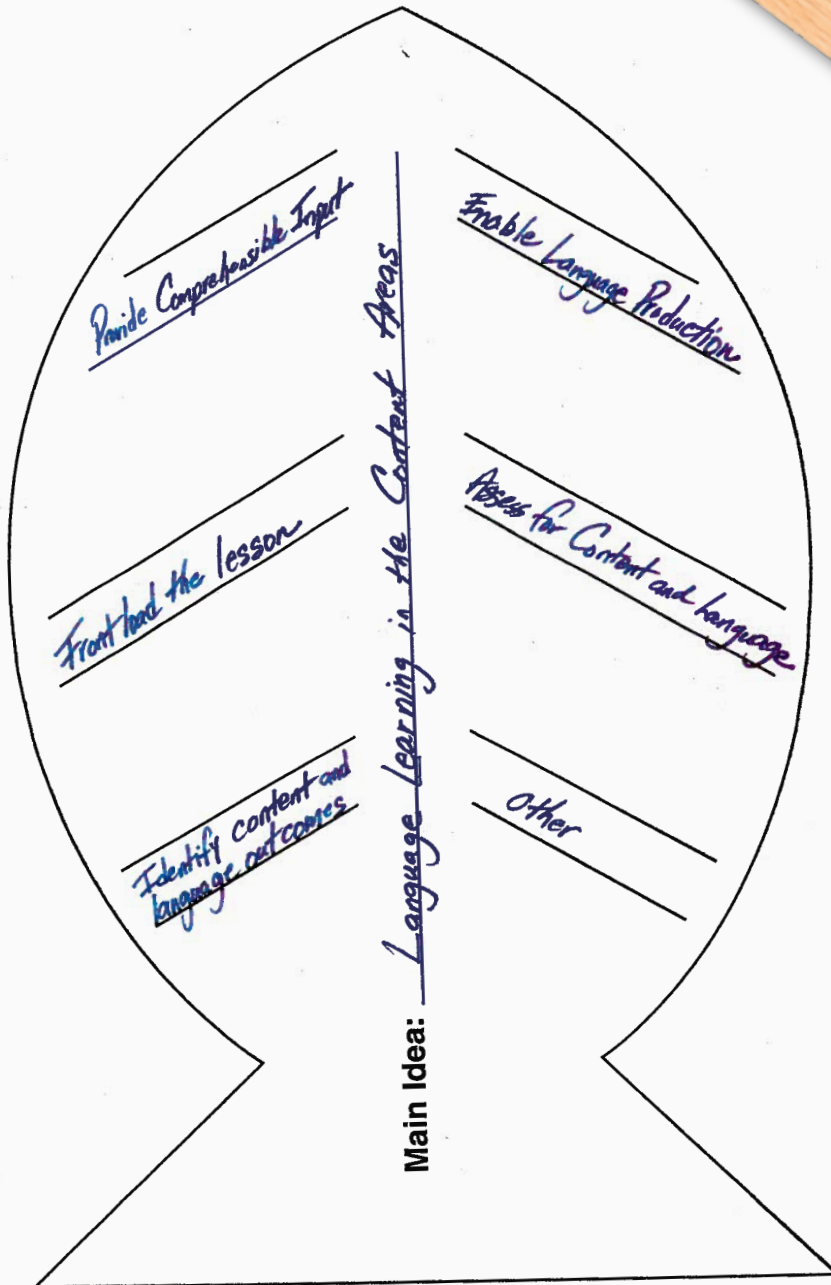
Name STRATEGY HARVEST for LANGUAGE AND CONTENT

Class 8011

Date _____

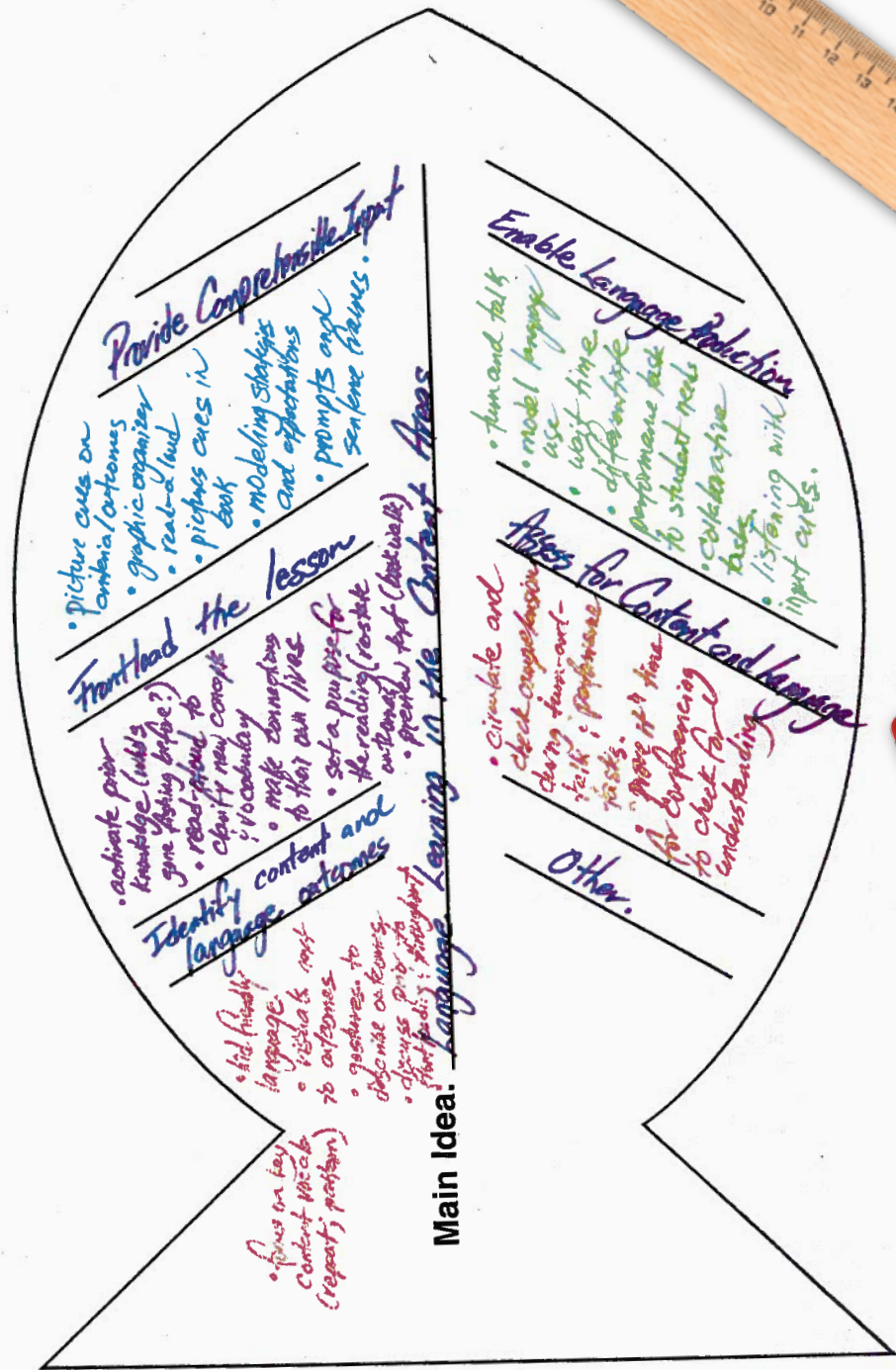
Fishbone Map

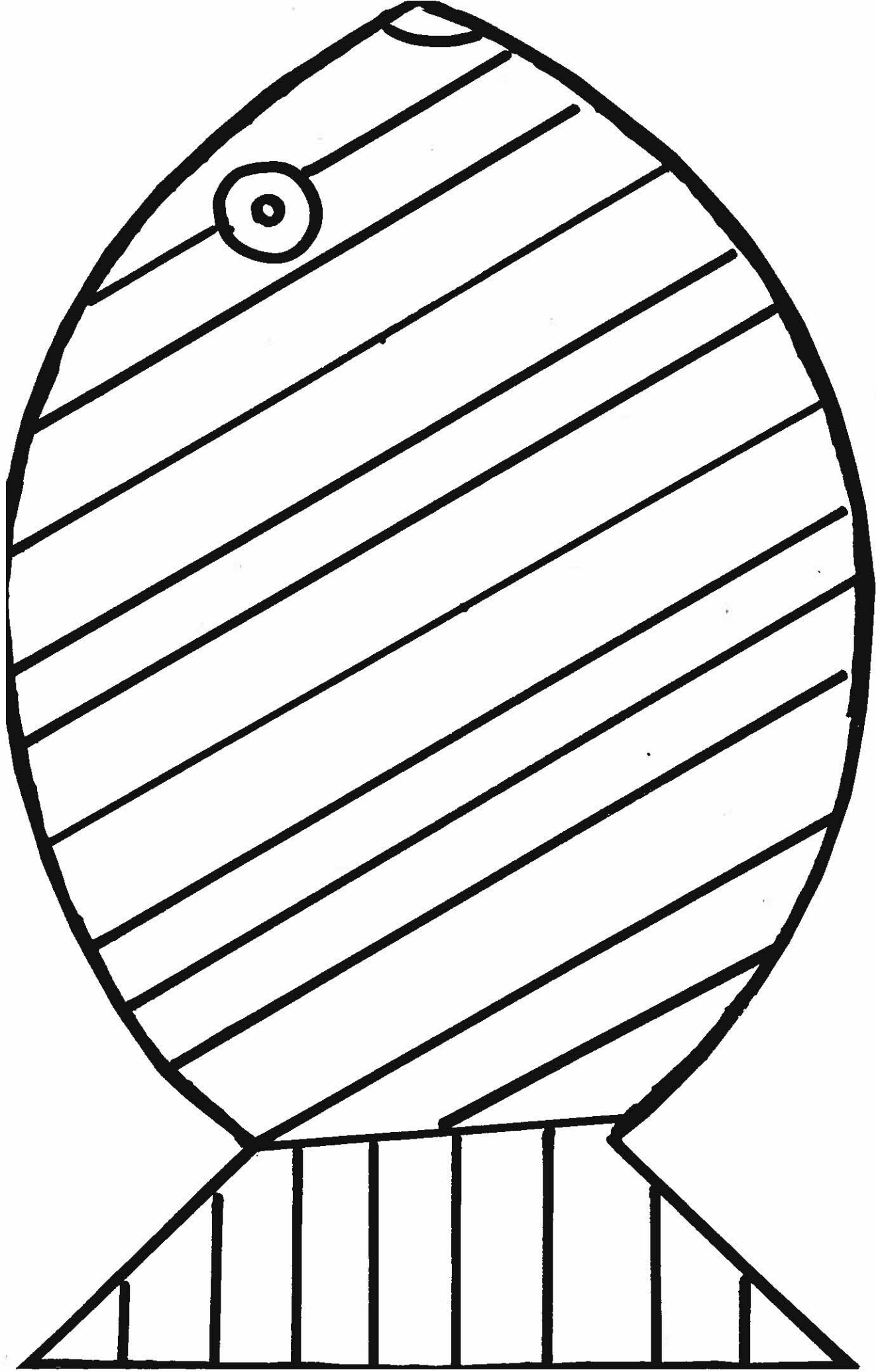
Write the main idea on the fish's spine.
Write the supporting details on the ribs.



Fishbone Map

Write the main idea on the fish's spine.
Write the supporting details on the ribs.





_____ 's Pattern Fish

Name: _____

Date: _____

o

y

o

o

o

y

o

o

o

y

o

o

o

y

o

o

o

y

o

o

o

y

o

o

o

y

o

o

o

y

o

o



Empowering English Language Learners with Results that Matter

5 Principles for Teaching Content to English Language Learners

All children deserve equal access to content—regardless of language level or ability. To achieve this equity, Pearson has developed an instructional framework incorporating five essential principles. This instructional framework is based on the research of numerous language experts, including Dr. Jim Cummins.

1. Identify and Communicate Content and Language Objectives

When presenting content objectives

- **Simplify language** (active voice, use same terms consistently)
- **Paraphrase**
- **Repeat**
- **Avoid** idioms and slang
- **Be aware** of homophones and multiple-meaning words
- **Clarify** (with simplified language, gestures, visuals)
- **Check** for understanding

When working with language objectives focus on

- **Key content vocabulary**
- **Academic vocabulary** found across the curriculum
- **Language form and function** essential for the lesson



Visit
PearsonELL.com

2. Frontload the Lesson

Provide opportunities to frontload or preteach lesson elements.

- **Activate prior knowledge** by connecting to students' academic, cultural, or personal experiences.
- **Build background** by explaining new vocabulary or unfamiliar facts and concepts.
- **Preview text** by reviewing visuals, headings, and/or highlighted text.
- **Set a purpose for reading** by clarifying comprehension questions at the end of the lesson.
- **Make connections** by helping students see relationships between the lesson and other aspects of their lives.

3. Provide Comprehensible Input

Make oral and written content accessible by providing support.

- **Visuals** photos, illustrations, cartoons, multimedia
- **Graphics** graphs, charts, tables
- **Organizers** graphic organizers, outlines
- **Summaries** text, audio, native language

(continued on back)

3. Provide Comprehensible Input *(continued)*

- **Audio** recordings, read-alouds
- **Audiovisual aides** videos, dramatizations, props, gestures
- **Models** demonstrations and modeling
- **Experiences** hands-on learning opportunities, field trips

4. Enable Language Production

Structure opportunities for oral practice with language and content.

Listening and speaking

- Make listening input understandable with a variety of support.
- Model language.
- Allow wait time for students to plan what they say.

Reading and writing

- Tailor the task to each student's proficiency level.
- Provide support and scaffolding.
- Expect different products from students with different levels of proficiency.

Increasing interaction

- Provide collaborative tasks so students can work together.
- Encourage the development of relationships with peers.
- Lower anxiety levels to enable learning, as indicated by brain research.

5. Assess for Content and Language Understanding

Monitor progress and provide reteaching and intervention when necessary.

Diagnostic Assessment

- Determine appropriate placement.
- Identify strengths and challenges.

Formative Assessment

- Check comprehension in ongoing manner.
- Use appropriate instruction and pacing.

Summative Assessments

- Provide alternative types of assessment when possible, such as projects and portfolios.
- Provide practice before administering formal tests.

Accommodations

- Provide extra time.
- Use bilingual dictionaries.
- Offer oral presentation of written material.

PearsonELL.com

PEARSON

PearsonSchool.com
800-848-9500

Copyright © Pearson Education, Inc. or its affiliates. All Rights Reserved.