**Strands of MPIs** **developed by ACS WWES 2nd grade teachers:** **Sara Lambert
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**GRADE: 2**

**ELD STANDARD: The Language of Mathematics EXAMPLE TOPIC: Fractions**

**CONNECTION: CCSS.Math.Content.2.G.A.3 (see below)**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will investigate fractions using real world models and recording observations in a flip book.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency **ANALYZE** fractions using real world models**.** |
| **DOMAIN: Writing/Speaking** | **Level 1****Entering** | **Level 2****Emerging** | **Level 3****Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6 - Reaching**  |
| After reading *The Hershey’s Fractions Book*, teacher models how partners can divide chocolate bars in halves and fourths. Teacher demonstrates with congruent model a different way to cut the whole into similar fractional parts. Students draw/ label pictures in flip book. Students compare results by repeating phrases provided by students or teacher. | After reading *The Hershey’s Fractions Book*, teacher models how partners can divide chocolate bars in halves and fourths. Teacher demonstrates with congruent model a different way to cut the whole into similar fractional parts. Students draw/ label pictures in flip book. Students compare results by speaking in sentences using frames provided by teacher. | After reading *The Hershey’s Fractions Book*, teacher models how partners can divide chocolate bars in halves and fourths. Teacher guides students to cut congruent model a different way into similar fractional parts. Students draw/ label pictures in flip book. Students compare results by speaking in simple sentences with a peer. | After reading *The Hershey’s Fractions Book*, teacher models how partners can divide chocolate bars in halves and fourths. With teacher support, students investigate a different way to cut congruent model into similar fractional parts. Students draw/ label pictures in flip book. Students compare results by speaking in multiple sentences with a peer. | After reading *The Hershey’s Fractions Book*, teacher models how partners can divide chocolate bars in halves and fourths. Students investigate different ways to cut congruent model into similar fractional parts. Students draw/ label pictures in flip book. Students compare results by speaking in multiple sentences with a peer and present their findings to the class. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: **fractions, whole, part, partition, numerator, denominator, one-fourth, one-half, halves, fourths** |

**CONNECTION: CCSS.Math.Content.2.G.A.3 (see below)** Partition rectangles into two and four equal shares, describe the shares using the words halves, fourths, half of, and describe the whole as two halves, four fourths. Recognize that equal shares of identical wholes need not have the same shape.