Lesson Title: Weathering and Erosion Assessment

Teacher: Grant Ringerwole

Date: 1/18/17

Duration: 70 Minutes

Grade/Class/Subject: 9-12/3rd period/Science

Unit/Theme: Weathering and Erosion

Content Area Standards:

Explain the causes and effects of weathering and erosion.

K-12 English Proficiency Standards:

WMT: Write appropriate English in many situations in school
RMT: Read and understand English in many situations at school
LMT: Listen and understand English in many situations at school
SMT: Speak English in many situations at school

Content Objectives: Students will be able to...

#1 Explain the causes and effects of weathering and erosion.

Art Objectives:

A1: Draw motion lines to show movement.

English Language Development Objectives: Students will be able to...

RLT3: Demonstrate comprehension of simple text

L: listen to oral directions.

WLT2: Write simple sentences using conventions of standard English with modeling

S: repeat language modeled by teacher.

Materials:

Apple TV/projector, Lesson Final hand out, document camera, Access Science, Student folder, motion line examples

Key Vocabulary:

Weathering, Erosion, cause, effect, compare, same/similar, different/difference, motion, motion lines

Connections: Activating Prior Knowledge/Building Background/Previous Learning (e.g., links to experience, prior knowledge, etc. Links to learning)

Warm up activity, field trip pictures from the previous day.
<table>
<thead>
<tr>
<th>Lesson Sequence/ Objectives Addressed</th>
<th>Meaningful Teaching or Learning Activities</th>
<th>Assessment/Next Step Planning</th>
<th>Adaptation of Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of the Lesson</td>
<td>Students will begin working on their warm-up. This warm up reviews the previous day's material, and introduces the learning target for the day. Students will write the learning target and warm up in their folders. After 5-10 minutes, we go over it as a class and give the students a quick score 0-4, which I come around and check.</td>
<td>The teacher will monitor the room and student responses, provided proper feedback and opportunities for student growth. The teacher will check the students’ quick scores, then providing feedback on whether material from a previous lesson must be further reinforced, and which new material needs the most attention.</td>
<td>Teacher support. Students will be able to use their folder (which include previous activities and notes). Students will be allowed to use Bilingual glossaries and dictionaries to help them.</td>
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<tr>
<td>Main Teaching Section</td>
<td>1. Students will get out their field trip activity from last week. Today, students will be using the information from our field trip to explain the causes and effects of their examples of weathering and erosion. 2. Students will need to draw a picture to describe what their photographs would have looked like in the past, and future. This will be used to then describe the causes and effects of weathering and erosion. When students draw pictures about erosion, they will need to use motion lines. The teacher will take time and show examples of motion lines, and how they can be used to show movement in a</td>
<td>The teacher will listen to oral language produced by students, and model correct language. The teacher will circulate the room and monitor student responses to the prompts to see if they are appropriate. The teacher will listen to student responses during the echo reading, and may re-read certain selections to help students with pronunciation. Comprehension questions will be asked. While students are drawing motion</td>
<td>Students will be allowed to use their previous assignments and notes; vocabulary words are in <strong>bold</strong>. Students will draw pictures, then they will write descriptions. This helps students come up with a visual representation before writing, allowing them to use their picture as a starting point for their writing. Students will be go through step by step directions to produce correct pictures before they begin working individually (the classic “I do, We do,</td>
</tr>
<tr>
<td>a) Content Objectives #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Language Objectives R, W, S, L</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c) Art objectives: A1</td>
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</table>
Students will also be asked to pay attention to using correct tenses during their descriptions. Lines, the teacher will observe that they are being used to show erosion, and that they properly show the movement of an object in the picture.

You do”).

Students will be allowed to use verb charts from their ELAP class.

<table>
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<tr>
<th>Extension/ Closure</th>
<th>a) Content Objectives #1</th>
<th>b) Language Objectives R, W, S, L</th>
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<tr>
<td>Wrap Up. The last 5-10 minutes is reserved to students to answer 4 questions that relate to the objective covered during class.</td>
<td>Students will write short sentences to respond to questions. The teacher will come around and check the student scores, keeping note of what to include in the next day’s warm up.</td>
<td>Students with more limited language will be allowed to write shorter or single word responses.</td>
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