

Subject: Social Studies/Science **Proficiency Level:** Beginner-Intermediate **Grade:** 4

Unit / Theme: Physical Features – landforms and bodies of water

Standard: SS 3.3 Analyze how physical features, landforms, bodies of water formed and continue to change.

Content Objective: Students will classify information about landforms and bodies of water in the U.S. into a process grid.

Language Objective: Students will explain in a short presentation how landforms and bodies of water formed, and then write an expository paragraph about the formation of one type of landform.

Vocabulary: physical features, landforms, bodies of water, plate tectonics, earthquakes, volcanoes, rift zones, mountain ranges, valleys, plateaus, plains, rivers, lakes, glaciers, Great Lakes, Rocky Mountains, Appalachian Mountains, Mississippi River, Rio Grande River, Colorado river, St. Lawrence River, Great Salt Lake, Great Plains, Death Valley, and Nappa Valley, Grand Canyon

Materials: textbook, content related books, Kids Discover magazines, posters with realia pictures of landforms and water, pre-assessment handout, KWL chart, landforms poem, blank paper for student drawing, pictorial input chart, physical feature maps, vocabulary cards,

SIOP Feature	Bloom/MI	Plan
<p>Day 1 Setting Stage listen, read, speak, writing Social affective Linking background</p> <p>Whole-small-whole group Linking previous learning Informal pre-assessment Individual-whole group</p> <p>Questions - basic</p> <p>Comprehensible Input – <i>realia</i> pictures and maps Social affective Linking previous learning Pre-assessment</p> <p>Clear explanation of tasks Modeling Listen Comprehension Meaningful activity</p>	<p>Knowledge/Comp./Appl. Verbal/Ling. Interpersonal</p> <p>Knowledge/Application/ Synthesis Verbal/Ling Visual Spatial</p> <p>Comprehension Bodily/Kin. Visual/Spatial Intrapersonal</p>	<ol style="list-style-type: none"> <li data-bbox="764 1167 1520 1339">1. The teacher and students will read the posted content and language objectives. Key vocabulary “landforms” will be explored in a small group word study activity. Then the small groups will share with the whole group what the term means. <li data-bbox="764 1350 1520 1812">2. Next, students will visit four realia posters, and label the items they know with “post-its” and pose questions about things they want to learn. Each student must post at least one yellow for what they know and one blue for questions. After a four to five minute exploration, the whole group will discuss what was written on the “post-its. After discussing what students know and want to learn, the teacher will ask questions to get students to brainstorm examples of landforms in the U.S., ie., <i>Can you think of any landforms in the U.S.?</i> (Rocky Mts., Grand Canyon, Mississippi River, etc.) <li data-bbox="764 1822 1520 1959">3. To close the session the whole group will listen to the teacher read a poem describing natural features on earth, and as the teacher reads aloud the students draw that they think the poem is

<p>Day 2 Speak, listen, Adaptation of content Key vocabulary Imprinting for retrieval Modeling Comprehensible Input Questions – Higher order Large group</p> <p>Reading about content concept Copy for imprinting-meaningful Activity Adapted text Individual Label using vocabulary</p> <p>Partner Review concepts & vocabulary Writing, speaking, listening</p> <p>Small group Listening, speaking, reading</p> <p>Large Group Pictorial input chart Listening, speaking, reading</p>	<p>Application Evaluation Comprehension Visual/Spatial Verbal/Ling.</p> <p>Comprehension Analyze – questions Visual/Spatial Verbal/Linguistic</p> <p>Comprehension Verbal/Linguistic Visual/Spatial</p> <p>Comprehension Verbal/Linguistic</p>	<p>about. The teacher reads and models at first and then allows the students to listen and reflect to complete the activity. Students are informed that this will be used in opening the next session.</p> <p>4. After students review the previous session going over the vocabulary and using it to describe why they drew what they drew as they listened to the poem, the teacher will illustrate the layers of the earth and plate tectonics on a pictorial input chart. Then she will show how mountain ranges and volcanoes are formed with further illustration. As this is done she asks questions to facilitate student interaction such as: <i>What do you think will happen when these two plates move into each other?</i> The teacher also provides vocabulary as she illustrates. Then students will use the key vocabulary (plate tectonics, shifting, mountain ranges, volcanoes, Rocky, Appalachian, Wichita, Mt. St. Helen) to summarize the presentation as the teacher reviews with cloze techniques. During independent work time the students will copy the illustration, label with key vocabulary, and read about American mountain ranges and volcanoes to a partner. To complete the reading tasks all students must label American mountain ranges (Rockies, Appalachians, Wichitas) and volcanoes (Mt. St. Helens) on individual U.S. map.</p> <p>5. While students are completing the illustration and reading the section of the textbook on landforms that relates to American mountain ranges and volcanoes the teacher monitors partners and then pulls struggling students to guide them with adapted text about the concepts. To end this session the students help the teacher fill in the large classroom map with mountain ranges and volcanoes. Finally, the whole class names these in choral and describes the plate tectonic process in a cloze activity.</p> <p>6. To open the next session the teacher has students review the plate tectonic process and the names of American mountain ranges/volcanoes in small groups. They must all be proficient in this information because anyone from the group could be called on as the class reviews the information. As the teacher randomly calls on students to describe the concepts they connect previous learning with new concepts.</p> <p>7. After reviewing mountain ranges and volcanoes the formation of lakes, rivers, and valleys is illustrated and labeled on a pictorial input chart. As</p>
<p>Day 3 Review concepts and vocabulary Linking past learning Social affective</p> <p>Listen and speak</p> <p>Whole group Linking previous learning Modeling Sketching - meaningful activity Questioning strategies - Higher Metacognition Imprinting Reading, listening, speaking, writing Social affective</p>	<p>Application Verbal/Linguistic Visual / spatial</p> <p>Application Visual/Spatial Bodily/Kinesthetic</p> <p>Knowledge Verbal/Linguistic Kinesthetic</p>	<p>7. After reviewing mountain ranges and volcanoes the formation of lakes, rivers, and valleys is illustrated and labeled on a pictorial input chart. As</p>

<p>Imprinting</p> <p>Adapted test Listen, speak, read, write Partners</p> <p>Whole class Summarize Feedback Small group Listening, speaking, reading Small group - Scaffolding</p> <p>Whole group Listening. Speaking, Reading</p>	<p>Analysis – Questions</p> <p>Comprehension Application Verbal/Linguistic Visual/Spatial</p> <p>Verbal/Linguistic</p> <p>Application Bodily/Kinesthetic Visual/Spatial</p> <p>Comprehension Verbal/Linguistic Visual/spatial</p>	<p>sketches are made and labeled, the teacher asks questions to promote student engagement such as: <i>What do you think is left behind after the glacier has passed an area? or What happens to the soil when the water in the flowing river washes up on it?</i> The meta-cognitive process is also demonstrated, ie., <i>I don't have room for this here what could I do to solve this problem?</i> Then students will go up to the pictorial chart to match the key vocabulary word cards with sketches as the teacher summarizes with cloze techniques. During independent work time the students will copy the illustration, label with key vocabulary, and read about major American rivers, lakes, and valleys to a partner. To complete the reading tasks all students must label American rivers (Mississippi, Colorado, Rio Grande, and St. Lawrence) lakes (Superior, Huron, Michigan, Erie, Ontario, Great Slat Lake), and valleys (Death Valley, Nappa Valley) on U.S. map.</p>
<p>Day 4 Linking previous learning Meaningful activity Whole group Listening, speaking, reading</p> <p>Modeling, visuals Whole group Listening, speaking Questioning – basic and higher</p> <p>Individual Clear explanation of tasks Partner Listen, speak, read, write</p> <p>Small group Scaffolding Feedback Adapted text</p> <p>Large group Summarizing, reviewing key vocabulary</p> <p>Day 5 Partners Link past learning with meaningful activity</p> <p>Modeling, visuals Graphic organizer Clear explanation of tasks Large group</p>	<p>Comprehension Application Verbal/Linguistic Musical Kinesthetic</p> <p>Knowledge, Comprehension Analysis questions</p> <p>Application Visual/Spatial Verbal Ling. Interpersonal</p> <p>Analysis Visual/Spatial</p> <p>Knowledge Comprehension Verbal/Linguistic Visual/Spatial</p> <p>Comprehension Verbal/Linguistic Interpersonal</p> <p>Comprehension Application Analysis Interpersonal Verbal Linguistic</p>	<p>8. While students are completing the illustration and reading the section of the textbook on rivers, lakes, and valley, the teacher monitors partners and then pulls struggling students to guide them through adapted text about the concepts.</p> <p>9. To end this session the students help the teacher fill in the large classroom map with major rivers, lakes, an valleys. Finally, the whole class names these in choral and describes the plate tectonic process, the formation of mountains, volcanoes, rivers, lakes, and valleys in a cloze activity.</p> <p>10. To open this session the teacher presents a chant about landforms. Then she passes out vocabulary cards for the students to place (application) on the pictorial as they sing the chant with her.</p> <p>11. Then teacher sketches, describes, and labels erosion to explain how plains and plateaus are formed. As she models, she asks questions and demonstrates the meta-cognitive process, ie., <i>What happens to the particles of rock that blew away from the mountains?</i> During independent work time the students will copy the illustration and label the key vocabulary. They will also read about erosion, plains and plateaus in the U.S. with a partner. To complete the task all students label the Great Plains and Edwards Plateau.</p> <p>12. As students read and illustrate, the teacher monitors partners, provides feedback, and pulls the struggling students to guide them through reading adapted text about plateaus and plains.</p>

<p>Questioning higher</p> <p>Monitor, adjust Scaffold Feedback</p> <p>Large group Visuals Listen Vocabulary/concepts Informal assessment Review Preparatory set for tomorrows meaningful activity</p> <p>Day 6 Linking w/ prev. learning</p> <p>Large group Modeling Questioning – higher Listening, speaking, reading</p> <p>Partners Scaffolding</p> <p>Large group Vocabulary Summarizing</p> <p>Day 7</p> <p>Small group Monitor Meaningful activity Large group sharing Higher order skills – Synthesis Vocabulary application Social Affective</p> <p>Large group Comprehensible input Modeling Metacognition Assessment</p> <p>Questioning – higher order</p> <p>Large group Review key concepts Preparatory set</p>	<p>Visual/Spatial</p> <p>Comprehension Application</p> <p>Application Synthesis Intrapersonal Comprehension Visual Spatial</p> <p>Analysis Verbal/Linguistic Body/Kinesthetic Interpersonal</p> <p>Knowledge, comprehension, Verbal/Linguistic Visual Spatial</p> <p>Evaluate Synthesis Interpersonal Verbal/Ling.</p> <p>Evaluate Logical</p> <p>Verbal Ling Visual Spatial</p> <p>Application Synthesis Evaluation Interpersonal Verbal Ling Intrapersonal</p> <p>Comprehension Application Visual/spatial Verbal Ling. Logical – reading the chart</p> <p>Syshtesis Verbal/Linguistic Visual/spatial Interpersonal</p> <p>Knowledge</p>	<p>13. To end this session, students fill in the large classroom map with the plains and plateaus. Then they will sing the chant again.</p> <p>14. To open this session, students review by using vocabulary cards to play a warm up game “What am I?”</p> <p>15. Then teacher presents a process grid with topics (landform, how it is formed, major form in U.S.). Explain and model how to fill in key information on the grid. Then in pairs students fill in key information from the illustrations and map for one type of landform (vocabulary card drawn from a stack). Teacher monitors pairs and then pulls struggling students to assist in filling a landform grid to organize info for a later expository piece.</p> <p>16. After all sections have been filled, the teacher explains that this information will be presented during the next session. To close the session the teacher re-reads the poem from day 1. She directs the students to listen and add to their drawings based on what they have learned about landforms.</p> <p>17. To open the session the students share any additions to the drawing using their vocabulary.</p> <p>18. Then the teacher asks the students to think about what a good presenter must do to share information. She presents a rubric to students from their brainstorming responses. Once the rubric is set, she directs the students to prepare a presentation of the information they recorded in the process grid. The goal is to include as many elements of the rubric as possible. Then the students work in pairs. The teacher monitors work and provides support.</p> <p>19. To close the session the whole group sings the chant. Time will probably not permit sharing and it will be done the next session.</p> <p>20. To open the session the vocabulary cards will be used to classify into a concept tree in small groups. After checking categories, the teacher will demonstrate how to share using all components of the rubric. She gives the students a few minutes to finalize their presentation and then begins the partner sharing. The students will not be rated during the large group. They will rate themselves during reflection time.</p> <p>21. After students complete the presentation the teacher will model how to compile an expository paragraph from one of the sections of the process grid. Teacher demonstrates metacognition and</p>
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<p>Day 8 Prep/Background Linking prev. learning Large group Using gestures with chant vocabulary Review Linking prev. learning Clear explanation of tasks Whole group-small group Modeling</p>	<p>Musical Kinesthetic</p> <p>Comprehension Application Analysys Synthesis Verbal/Ling. Visual spatial Interpersonal Logical sequence</p>	<p>engages students by asking processing questions such as <i>How do we let the reader know what we will talk about? Why would I need to put this next?</i></p> <p>22. For closing this session, the whole class reads the expository paragraph composed by the teacher and the class. Teacher prepares the students by explaining that they will get the chance to formulate a paragraph in groups the next session.</p> <p>23. To open the session the whole group re-reads the chant as the teacher points to the vocabulary on the chart.</p> <p>24. Then students review and read the paragraph composed yesterday. The teacher explains that each group will compose one paragraph that will be combined with others into an expository piece. Each paragraph will need a topic sentence, body, and closing. All will discuss and decide the formulation. Every student will have to have a turn in writing some portion by using his/her own colored pen. It will be composed on a large piece of chart paper and students will have to write large enough for all to read. Every student must be able to read the paragraph. The teacher models with her section of the grid and then sets the groups to work</p> <p>25. To close the session, students post their group and share one thing they had trouble with in the process.</p>
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This lesson is long term. I will ask the students to write about what place in the U.S. they would like to visit and to explain why in the computer. I would have them locate the places on the internet and print pictures. I would have them complete a formal assessment as well. I realize that you asked for a 5 day lesson plan, but to reach my objective, I had to go longer. This activity has given me quite of bit of preparation for my first after school sessions. Thanks, I feel way ahead.

And, thanks for understanding and allowing me to email my file. I forgot to leave my journal and Integration Matrix, but I can FAX the pages Monday morning. I will use the number on the syllabus.

Enjoyed your singing! It was fun.