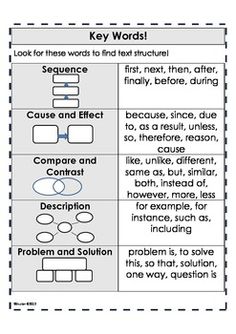
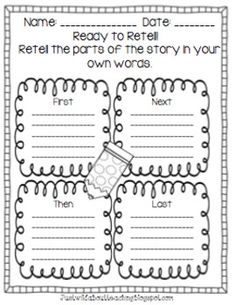
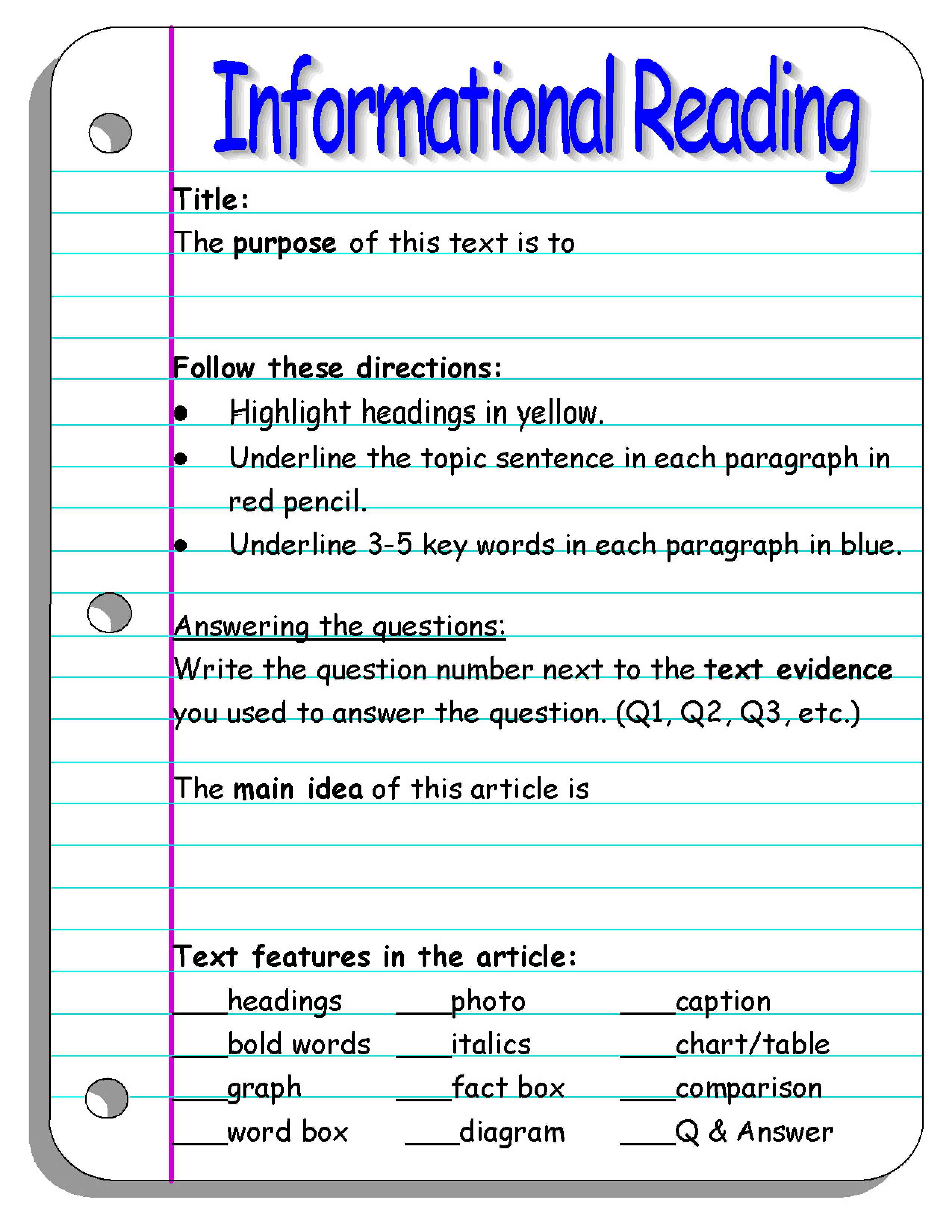
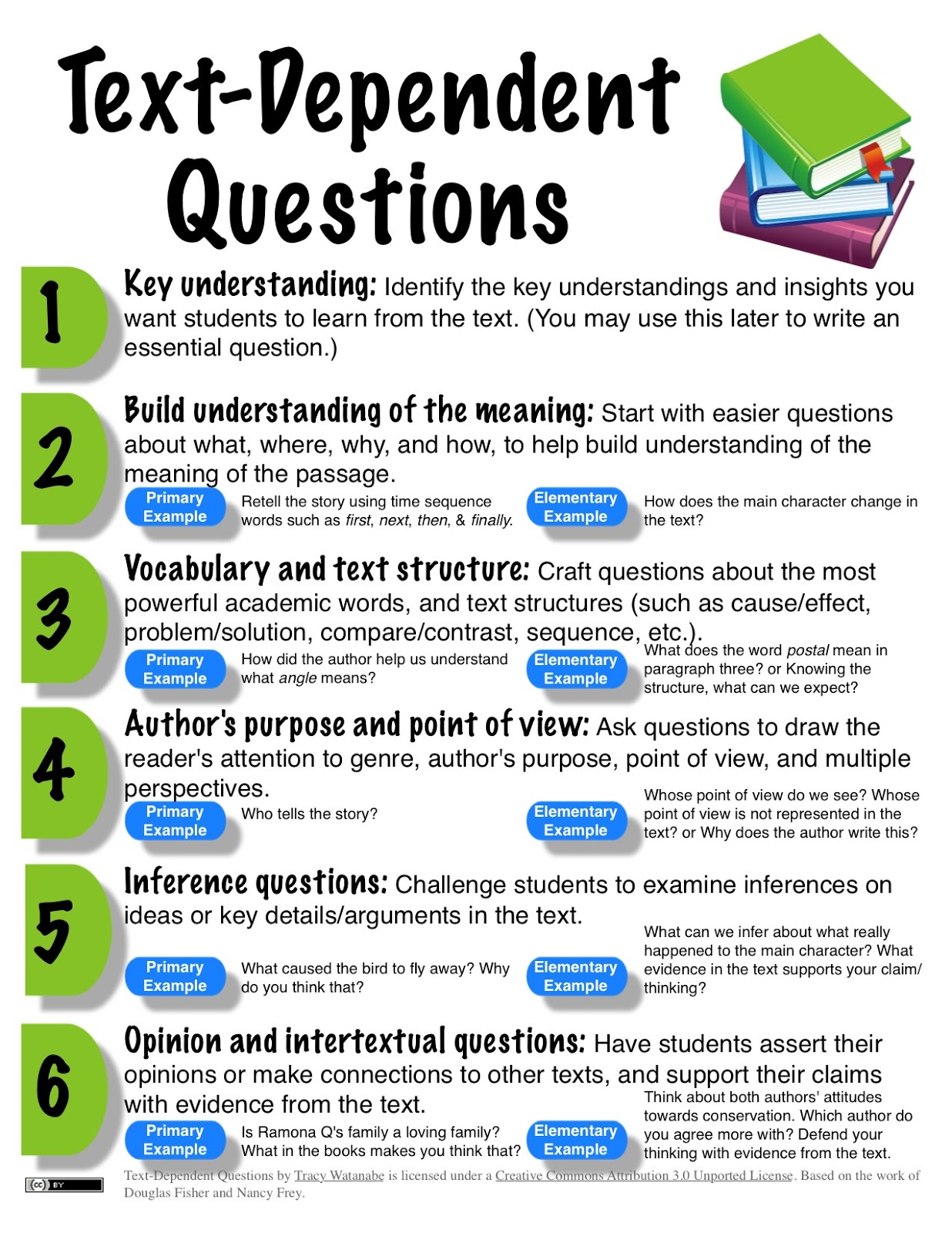
SCAFFOLDED Lesson/Unit Plan Template

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Date | | 8/10/16 | | Subject | Science | | |
| Grade/Key USE | | 4 | Explain | Teacher | Estrada | | |
| WIDA English Language Development Standards | | | | | | | |
| SCHOOL: Communicate for social and instructional purposes within the school setting  X LANGUAGE ARTS: Communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  MATH: Communicate information, ideas and concepts necessary for academic success in the content area of Mathematics | | | | X SCIENCE: Communicate information, ideas and concepts necessary for academic success in the content area of Science  SOCIAL STUDIES: Communicate information, ideas and concepts necessary for academic success in the content area of Social Studies | | | |
| Content Standards | | | | Literacy Standards | | | |
| Science Standard V: Habitats  Students will understand the physical characteristics of Utah’s wetlands, forests, and deserts and identify common organisms for each environment | | | | Write explanatory texts to examine a topic & convey ideas and information clearly (W52) | | | |
| Content Objective: | Objective 2: Students will describe the plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live. (OER Resources at UEN) | | | | | | |
| Language Objective: | Students will compare and contrast animals found in Utah’s wetlands, forests, and deserts by writing an explanatory essay. (Using SAGE & WIDA Rubrics for support & student self-assessment.) | | | | | | |
| Necessary Skills: | Identify facts & explicit information from texts; fill in graphic organizers, make comparisons using visually supported materials. | | | Texts and Materials: | | Venn Diagram;  UEN OER TEXBOOK: pages 55-62 | |
| Key Vocabulary and Instruction: | Habitat, adaptations, wetland, hibernation, invertebrates, vertebrates, migration, deciduous, coniferous, desert. Marzano’s 6 steps of vocabulary instruction:   1. Provide a description, explanation, or example of the new term. 2. Ask students to restate the description, explanation, or example in their own words. 3. Ask students to construct a picture, pictograph, or symbolic representation of the term. 4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks. 5. Periodically ask students to discuss the terms with one another. 6. Involve students periodically in games that enable them to play with terms. | | | Anticipatory Set: | | Activating Prior knowledge:  Students will work in pairs and then on teams to generate a list of plants and animals living in Utah.  Scaffolding:  I already know…  This reminds me of….  I can relate to this because…  My favorite animal is…. Because…. | |
| Input  Modeling: | Using the animals generated create the three habitats and through questioning (maybe using post-its or larger paper. Put animal under each habitat. Have students use their notebook or paper to create the categories. Then guide them to the text in the OER book (Chromebook or excerpts).  CLOSE READING STRATEGIES:   1. *Purpose* for reading: Learning information about each habitat so you can explain in writing what kind of animals and plants are in each habitat. 2. FIRST: Number each paragraph in the left margin then Read to get the GIST:   -“Chunk” paragraphs (no more than three);  - Circle key terms about topic  - Underline the most important ideas on the topic   1. SECOND: What is the text structure? (Cause/effect; Problem/Solution; Description; Compare/Contrast; Sequence/Order) and text features – see attached charts 2. THIRD: “Talk back” to the chunks and summarize what you read in the left margin in 10 words or less. Dig deeper about what the author is telling his Utah audience and underline evidence you can use in your essay about: Utah’s Three Habitats | | | | | | |
| Interaction: | Using Discussion cards with prompts for academic conversation in groups by each habitat; and then in a jigsaw group with all 3 habitats represented. | | | Guiding the Close Reading Process with scaffolded tools. | | | Use HESS student learning task matrix or differentiation template |
| Scaffolds: | X Academic Language | | | X Reading | | | X Learning Tasks |
| Practice Tasks | Use the SAGE rubric for expository essay, to help students analyze this prompt for audience, purpose, key idea, and supporting evidence.  Describe to a 1st grade student the most important information about one of the habitats in Utah and explain why you think this is important to know. | | | | | | |
| Review/ Assessment | Speed share pair, facing each other in two lines: sharing the most important idea for each habitat as students change partners. | | | Closure: | | Refer back to the language and content objectives and take a POLL (1-5) on how well they know the animals and plants in each habitat (5 YES; 4-2 working on it; 1 needs more time) | |
| Agenda/ Task Sequence: | 1. (DOK\_1\_): Recounting facts; Acquires vocabulary, locates and retrieves information  2. (DOK\_2\_):Classifies, compares, explains relationships; compiles and organizes information; distinguishes relevant from irrelevant | | | | | | |
| Homework: | 1. Find out more information on one of the habitats or animals; and 2) ask family members about their favorite animals in each habitat. | | | Next Steps: | Write introductory paragraph. | | |

[](https://www.pinterest.com/tbahn911/text-structure/)[](https://www.pinterest.com/pin/187180928240499209/)

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