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4-27-07
ELED 4770
Lesson Plan

Grade/Age Level: 3rd grade
Subject: Science

TESOL Standards:

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Utah Core Curriculum:

Standard 2: Students will understand that organisms depend on living and nonliving things within their environment.

Objective 1: Classify living and nonliving things in an environment.

Content Objectives:

-Students will classify/sort pieces of candy in small groups.

-Students will classify/sort things in the environment according to nonliving/living categories in small groups.

Language Objectives:

-Students will read and define the key vocabulary words: nonliving, living, sort, and classify orally.

-Students will listen to a book read by the teacher and demonstrate their knowledge in a class discussion.

-Students will work in groups to classify pieces of candy and then classify things in our environment.

-Students will write down their classifications and read them to the class orally.

Introduction (10 min):

The teacher will ask the students to *sort* themselves according to shirt color. The teacher will ask the students if they can think of other ways to sort themselves and the students will experiment with those ideas. The teacher will identify that this is called sorting or classifying in science terms. It is a way to group things according to a characteristic. The students will be able to see the sorting or classifying and define the words sorting and classifying orally.

Instructional Features (30 min):

Activities and Procedures-Teacher will pass out 10 pieces of candy to each group of students. They will be in groups of four. The teacher will ask the students if they can sort these pieces of candy just like they sorted the students a few minutes ago. The teacher will let the student think about one sorting idea for 2 minutes then the students will share. The teacher will write down the ideas. The teacher will pair off the students and have one be the scribe. The others will think of 2 ways to sort besides the ways discussed

before. The teacher will continue to help the pairs of students. If students finish early, the teacher will encourage them to find more than 2 ways to sort the candy. After about 10 minutes, the pairs will share their findings with the class. The teacher will write the examples on the board. The teacher will read What's Alive? by Kathleen Weidner Zoehfeld to the class aloud. The teacher will have a discussion about living/nonliving things and what it means to be nonliving or living. The teacher will provide 10 things from the environment (include nonliving/living things) and have the students identify as a class if they are living or nonliving by using the steps provided in the book.

Adaptations for ELL Students-

Stages 1/2: Chart will be put into the students' first language. I will use pictures along with the vocabulary words in the students' first language. Students can draw pictures of living/nonliving things on the chart or write them in their native language if they wish.

Stage 3: I will put the chart in both the students' L1 and L2. I will still use pictures. Students can share their charts and lists in L1 or L2. Students can still draw pictures but need to write in as much English as possible.

Stages 4/5: All text will be in English. Students will still be able to see pictures with the vocabulary words. They will need to write in English and present in English.

Specific ELL Instructional Strategies: Realia will be used. The teacher will provide nonliving and pictures of living things for the students to see and feel. Visual scaffolding will also be used. Pictures of the key vocabulary words are helpful for students so they understand what the teacher is talking about. Manipulatives will be used (candy) to connect to the content of classifying/sorting things in the environment. Vocabulary in this lesson will be added to the word wall in the classroom. This is a good reference for students when they are writing and reading.

Grouping: Students will be grouped heterogeneously for the candy part of the lesson but for the chart-filling the students will be placed into homogeneous groups. The students will be able to communicate and receive help with their peers at the beginning but will be able to be with other students on their level when doing the assessment. The teacher will also be able to give help and assess the students more easily.

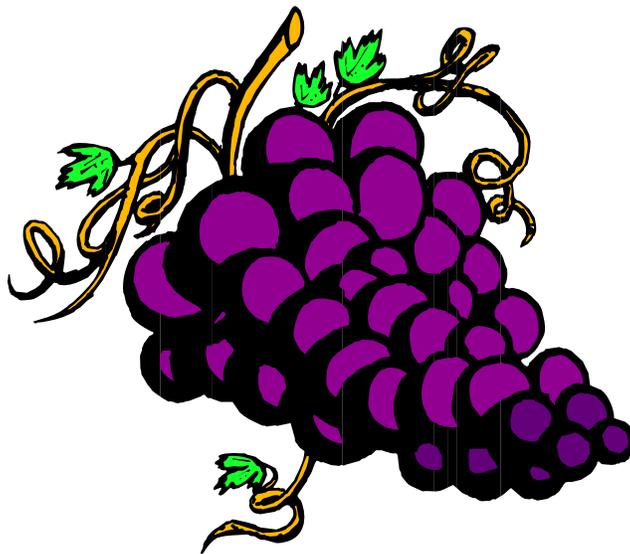
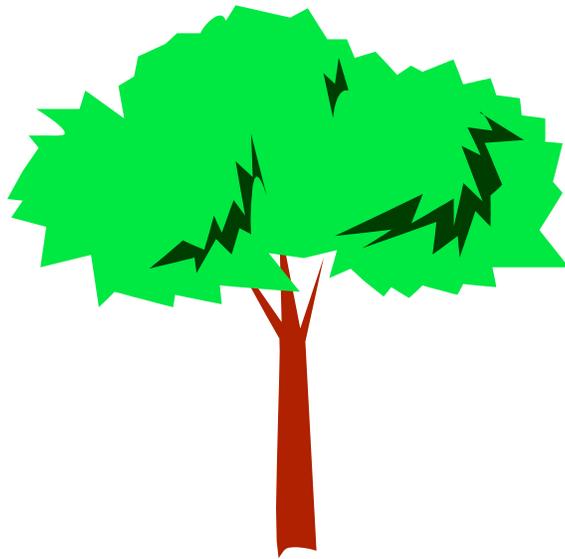
Assessment (10 min):

Formative: The teacher will constantly be walking around to the different groups, watching and listening to the students in their groups. The teacher will prompt the students when appropriate. The teacher will call on specific students to share their answers so students know that they need to pay attention and every student needs to be accountable. Students working in groups, brainstorming ideas, and writing their thoughts on paper will help the teacher formally assess the students as well.

Summative: The teacher will have the students fill out a graphic organizer at home and they will be responsible for filling it out and bringing it home. The graphic organizer will also be provided in Spanish for certain students who need that extra assistance. The teacher will also review the lesson at the very end and check for understanding. This will be done with direct questions and the overall behavior of the students towards the entire lesson.

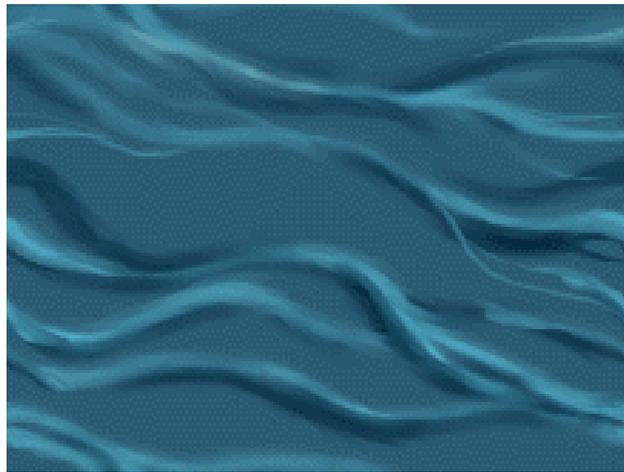
Does it need food?

Necesita comida?



Does it need water?

Necesita agua?



Does it need air?

Necesita aire?

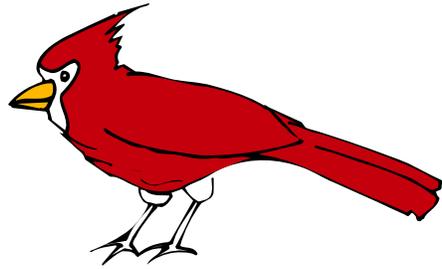
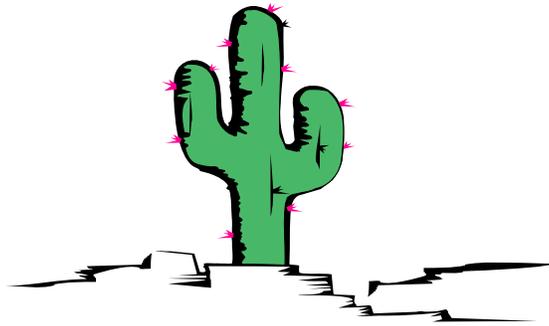


Can it grow or
move all by itself?

Se puede criar o
mover si mismo?



Living Esta vivo



Nonliving

No esta vivo



Sort Organizar



Classify Clasificar



Candy
Dulce



Cereal
Cereal