

Name: Hannah Freyaldenhoven		Grade/Subject:		Date: 6/10/23	
1. Texas Essential Knowledge and Skills (TEKS): (C2) SC1.1.3 C Describe what scientists do.					
2. Deconstructing/Unpacking the TEKS: (C2) <i>What students will know and be able to do</i> SC1.1.C Describe what scientists do through an original drawing and writing three complete sentences.					
3. SMART Objective(s): (C3) Essential Question:		By the end of the lesson students will demonstrate knowledge by understanding what a scientist is and being able to draw a description of what a scientist does and write three complete sentences describing their descriptive picture of what a scientist does. Why is what a scientist does important to the world?			
4. Central Focus (C4) <i>How will this lesson link with other lessons in the unit?</i> Learning Targets <i>I CAN statements that Clearly show alignment with TEKS</i>		Students will participate in a whole class lecture, look at pictures, and watch a short video all describing what a scientist does. Following the lecture each student will draw a picture showing what scientists do and write 3 sentences below the picture a description of what scientist do according to the picture that the student drew. What do you think the world would look like if there were no scientists? Upon completion of this lesson, I can describe through oral presentation, written and abstract work what scientists do.			
5. Academic Language (C5) Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways. There are 4 <u>language demands</u> to consider as you require students to read, write, speak, listen, demonstrate and perform.		Language Function <i>(an active verb that students will use to demonstrate their learning in the assessments; some examples are- explain, describe, predict, summarize, compare, evaluate, interpret, justify):</i> Describe Vocabulary <i>(words, phrases, and/or symbols that are used within disciplines):</i> Describe, scientist Discourse <i>(Structures of written and oral language, how will they talk, write, and participate in knowledge construction: discussions, reports, essays, multi-media presentations, performance):</i> Discussion of what a scientist is through the Frayer model in groups of 4 Discussion of what a scientist does through a whole class lecture and open discussion Drawing a picture of what a scientist does Writing three complete sentences describing what a scientist does. High order thinking able to draw own conclusions as to why scientists work is important to the world. Syntax <i>(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables):</i> Draw a picture of what scientists do and write a three-sentence description of the picture draw showing what a scientist does. Give verbal presentation to class about the final project.			

<p>6. Targeted Language Supports (C5) The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline</p> <p>Site the researcher's name as you refer to the strategy.</p>	<p>Language Function <i>(How will you help them demonstrate the DO verb?)</i> Using Modelign with think outlouds (Lee Hannafin) students will listen to a whole class lecture and activity participate in an open discussion about what a scientist does. Lecture and questions will be guided by teach in order to direct students to come to their own conclusion to describe what a scientist does.</p> <p>Vocabulary Strategies - (GO TO Page) 1. using the Frayer model (Frayer) students will define what a scientist is in groups of 4. Then share their knowledge with the class.</p> <p>2. Learning the vocabulary words before the lecture</p> <p>Discourse strategies - (GO TO Page) -Write: write three complete sentences using correct punction, and capitalizations describing what a scientist does. (Hatti writing program .45)</p> <p>-Talk: Share and read the project with the class (Hatti class discussion .82)</p> <p>Syntax - (GO TO Page) 1. Writing prompt give the students a start to their prompt, A Scientist does.....(Jody Hanson, How to Teach Syntax to kids)</p> <p>2. Remind students the sentences start with capital letters and end with correct punction marks. (Jody Hanson, How to Teach Syntax to kids)</p> <p>Making Content Comprehensible (R9) Think out louds</p>
<p>7. Assessment/ Evaluation (C6) Assessment(s) must be aligned to the TEKS, and objectives.</p>	<p>Assessment of your TEK Formative: Students baseline will be pre/post lecture/ open discussion tested through direct questions Students will complete the Frayer model for the word scientist in groups of 2 and present to another pair their model.</p> <p>Summative: Students al reports will be given once the completion of the project. Student will respond in complete sentences to the short answer question along with an informative picture describing what a scientist does</p>

	<p>Assessment of your language demands: Formative: vocabulary: scientist, describe</p> <p>Summative: Students will respond to short answer questions in complete sentences. Making sure to use correct punctuation and capitalization.</p>
<p>8. Hook (C7)</p> <p>Closure (C7)</p> <p>Student Assets (C7)</p>	<p>Hook activity (<i>make connections to prior learning</i>) Who am I, what am I Closure Activity: (<i>make connections to prior learning</i>) Open discussion why is what a scientist does important to the world?</p> <p>Personal assets: refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, that a teacher can draw upon to support learning.</p> <p>Cultural assets: refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.</p> <p>Community assets: refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.</p>
<p>9. Body of Lesson/ Teaching Strategies and Learning Task(s) (C9)</p> <p>Be sure to include: How will students learn and use <i>academic language</i>?</p> <p>Three higher order thinking questions.</p> <p>Marzano Strategy</p>	<p>I DO – The teacher will ask what a scientist is and what do they do?</p> <p>Then the teacher will present a lecture along with showing pictures of scientists working explaining what a scientist is and what scientists do. The teacher will also share a video clip of a scientist talking to the audience walking them through what various things scientists do.</p> <p>WE DO – Go over Frayer model and how to fill it in.</p> <p>Marzano cue and questions -Small group discussion on what a scientist is. Whole class discussion on what scientists do.</p> <p>YOU DO – Students work the Frayer model in think pair shares, then they will share with another group.</p> <p>Individually draw a picture that describes what scientist do and write three supporting sentences that explain the picture of what a scientist does.</p>

Differentiation-(GO TO page) *(Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment):*

- Second Language learners / Cultural Diversity: I will use Tomlinson’s stagey of giving visual cues as in pictures that describe what a scientist and what scientist do. Along with following Tomlinson’s strategy of providing an auditory element for learners as well.
- I will show cultural diversity in making sure a variety of ethnicities of scientists are talked about and pictured.
- Gifted / advanced learners: I will provide an anchor project of researching a scientist and creating a power point throughout the unit that will be share in small groups at the end of the unit.

Marzano Strategy - (GO TO page)

Integrating one of Marzano’s strategies of cooperative grouping as a think pair share students will work in pairs filling in the Frayer model for the word scientist. Then they will share and listen with another group.

Higher Order Thinking Questions (GO TO page)

1. Why is what a scientist does important to the world?
2. We wouldn’t have.....if scientist didn’t do what they do?
3. How does what a scientist does affect me?

Grouping / Partnering Technique: (Hattie)

Hattie suggests that frequent use of small groups like think pair share are highly effective. So students will partner up and then join up with one other group forming a flexible group and share their findings amongst the group.

Potential misconceptions and your plan to address it:

All scientists live far away. Show students examples of scientists in their community.
Only boys can be scientists. Show examples of female scientist.
Scientists have boring jobs. She videos of scientists having fun at work.

10. Resources and materials needed (C9)

(E7)

Paper, pencil, crayons and, eraser

(How might you differentiate materials and resources for learners with various needs?)

To accommodate a need of a student I can use closed captions on the video the class will be watching.

I will also encourage the use of the world wall words and have pencil grips for those who need them.

Adaptions will be made during class for any student who needs alternative resources.

SUBMIT LPG and SELF EVALUATION RUBRIC – C9

11. Classroom Management Strategies (CBM5)

What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?

Add 3 procedures

- How we behave during a lecture- sit quietly, make eye contact, sit still
- How we participate in open discussion- raise hand to speak, respect each other, give positive affirmations
- How to work in pairs- volume control, allow one person to speak at a time

12. Academic Supports for Students (E6)

What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?

(E11)

Accommodation(s)- *(A change that helps a student overcome or work around obstacles):*

1. Student may take project home to have extra time to work on it
2. student may sit in a quiet place while working on project
3. Student may have a peer buddy to work with

Modification(s)- *(A change in what is being taught or what is expected from the student):*

1. Output- student will be allowed to verbalize the knowledge of what scientist does.
2. Difficulty- student will be expected to write one sentence on lesson project.
3. Quantity- student will be given extra worksheet to provide further understanding of the work scientist.

Strategies for ELLs *(strategies that support language acquisition)*

1. vocabulary aided by a simple photo
2. provide opportunity to present verbally the knowledge learned
3. speak slowly and allow ample time for a response
4. incorporate the foreign language to make connections to English language
5. read all directions out loud