

April 11th, 2016 - April 15th, 2016

MON, APR. 11TH	TUE, APR. 12TH	WED, APR. 13TH	THU, APR. 14TH	FRI, APR. 15TH
<p>Newcomer 2s/Low Int What is litter?</p> <hr/> <p>Standards 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Maryland</p> <hr/> <p>Objective Ss will activate prior knowledge by watching a ppt about litter so that they can write responses to questions about litter.</p> <hr/> <p>Materials 📎 What is Litter.pptx</p> <hr/> <p>Warm-Up April is the month when we celebrate Earth Day. When is Earth Day? What does Earth Day mean to you?</p> <hr/> <p>Presentation What is litter ppt</p> <hr/> <p>Guided Practice Turn and Talk (see ppt)</p> <hr/> <p>Independent Practice Written response (see ppt)</p> <hr/> <p>Assessment Written assessment serves as pre-test. Ss will revisit the same questions at the end of the unit to compare their ideas before to their ideas after the unit of study.</p>	<p>Newcomer 2s/Low Int What is litter?</p> <hr/> <p>Standards 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Maryland</p> <hr/> <p>Objective Ss will watch an anti-littering video in order to complete a sequence of events organizer.</p> <hr/> <p>Materials Sequence of events organizer Vocabulary Cards\ http://www.youtube.com/watch?v=XQMntuiO1rA (raven - nunavut - youtube) 📎 Sequence of Events.docx 📎 What is Litter.pptx</p> <hr/> <p>Warm-Up What is litter? Litter is trash on the ground outside and in the water. Review vocab: beginning, middle, end, same, different</p> <hr/> <p>Presentation This video has two scenes. The scenes are almost exactly the same. Let's watch the first scene. (Show Scene 1) Now let's watch the second scene. When you see the part that is different, raise a silent hand. (Show scene 2) *B/M/E diagram* T models with think aloud how to complete B1.</p> <hr/> <p>Guided Practice B/M/E diagram T guides Ss in completing M1 and E1.</p> <hr/> <p>Independent Practice Ss independently complete B2, M2, E2.</p> <hr/> <p>Assessment B/M/E diagram</p>	<p>Newcomer 2s/Low Int What is litter?</p> <hr/> <p>Objective Ss will analyze a humorous anti-littering video so that they can complete a Venn Diagram.</p> <hr/> <p>Materials Sequence of Events organizer (already completed) Venn Diagrams Vocabulary Cards</p> <hr/> <p>Warm-Up Review sequence of events from day before. Review: What is Littering? Review Same/Different</p> <hr/> <p>Presentation T models color-coding Venn Diagram. Green = scene 1 only, yellow = scene 2 only, Blue = both scenes</p> <hr/> <p>T models color coding B/M/E diagram. Green = this only happened in scene 1; Yellow = this only happens in scene 2; Blue = this happens in both scenes.</p> <hr/> <p>Guided Practice Ss guides Ss through blue markings.</p> <hr/> <p>Independent Practice Ss make yellow and green markings. Ss use diagrams to turn and talk to respond to these questions: What happened in Scene 1? What happened in Scene 2? What is the same in both scenes? What is different in both scenes?</p> <hr/> <p>Assessment Are Venn Diagrams completed correctly? Did Ss use the diagrams accurately for the turn and talk?</p> <hr/> <p>Note The pre-test, Venn Diagram, and Sequence of Events will now be put aside and revisited after Ss complete watershed activity.</p>	<p>Newcomer 2s/Low Int Where does litter go? Watershed model</p> <hr/> <p>Objective Ss create a "rainstorm" on a watershed model to observe how water travels. They draw conclusions about how litter is affected by the rainstorm and where it ends up.</p> <hr/> <p>Materials blue-colored water spray bottles watershed model (pre-fabricated by T. See Project Wet, page 130) map of Maryland Small bits of laminated paper large pan to place model in</p> <hr/> <p>Warm-Up What is a watershed? T breaks apart word. We live in the Chesapeake Bay watershed. All the rain that falls here ends up in the Chesapeake Bay. (Where do you think it goes from there?)</p> <hr/> <p>Presentation This model represents the land. This spray bottle represents the rain. These bits of paper represent litter. The pan is the Chesapeake Bay. The table is the Atlantic Ocean. What do you think will happen when the rain starts? Where will the water go? Where will the litter go?</p> <hr/> <p>Guided Practice Ss make the "rain" start. Talk to partner about questions above</p> <hr/> <p>Independent Practice Ss write responses to questions above on observation sheet</p> <hr/> <p>Extension http://www.youtube.com/watch?v=-tXXmhQf4Hk</p> <p>What is another way that litter can travel? Where do you think this bag</p>	<p>Newcomer 2s/Low Int Litter-Writing</p> <hr/> <p>Objective Ss will use their Venn Diagrams and notes from the Watershed observation to write an essay about littering.</p> <hr/> <p>Materials Notes Venn Diagrams (completed) Writing Guide and rubric 📎 Anti-litter writing guide.docx</p> <hr/> <p>Warm-Up It's time to put everything we learned into an essay. We will write it piece by piece using our Venn Diagrams and observation notes.</p> <hr/> <p>Presentation T presents outline for essay.</p> <hr/> <p>Guided Practice T models how to use diagrams and notes to complete the essay, assuring Ss that they already have all the information they need.</p> <hr/> <p>Independent Practice Ss complete writing assignment. T assists individual Ss as needed.</p> <hr/> <p>Assessment See rubric</p> <hr/> <p>Extension For early finishers or homework: Ss make Anti-littering posters for the school and participate in a litter clean up on school grounds on Earth Day.</p>

will end up?

record responses on
observation sheet.