

ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Simple Machines		Lesson Plan #3	
Content Area: ESL			
Lesson Title: How to Lift a Zoo Animal		Timeframe: 3 - 5 days	
Lesson Components			
<u>21st Century Themes</u>			
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy
			Health Literacy
<u>21st Century Skills</u>			
Creativity and Innovation	x	Critical Thinking and Problem Solving	x
		Communication	X
			Collaboration
Interdisciplinary Connections: Language Arts, Science			
Integration of Technology: Power Point presentations; interactive websites			
Equipment needed: Computer/projection setup/Smartboard, student computers, Internet			

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking & Writing</i></p> <ul style="list-style-type: none"> Respond to a speculative writing prompt about lifting a zoo animal using cause and effect and sequential transitional phrases. Upon completion, share their writing orally. <p><i>Reading</i></p> <ul style="list-style-type: none"> Identify similarities among simple machines. 	<p>Key Vocabulary: Gear, exert, force, raise, weight, distance.</p> <p>Key Language Structures: Cause/effect transitional phrases, modals.</p> <p>Warm-up: Students: Review the simple machines that they have learned about and briefly explain their functions.</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> Teacher: Connect to prior knowledge about simple machines Students: Complete a “machine” picture sort activity and justify the categories chosen (e.g. home/school; gear/pulley; size; weight). Teacher: Introduces and models a cause-effect graphic organizer and 	<p>Formative</p> <ul style="list-style-type: none"> Machine picture sort Speaking rubric; writing rubric Completion of cause-effect graphic organizers, i.e., fishbone graphic organizer Individual writing conferences Anecdotal records Informal observations

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	<p>the key language targets necessary to write a cause and effect essay using known or previously learned vocabulary (e.g. If it rains, then I wear my raincoat; As a result of the rain, I put on my raincoat.)</p> <ol style="list-style-type: none">4. Students: Practice using the language structures with known concepts.5. Students: Respond to the speculative writing prompt about simple machines. Prompt: <i>Imagine you are working at the zoo when a new, large animal arrives. You must figure out how to lift this animal to get it into its cage. Think about the simple machines you have studied. Draw a picture to show how you will do it! Then, write a step by step explanation of how you use one or more simple machines to lift your zoo animal.</i>6. Students: Practice with teacher guidance, then in pairs and finally, individually, following the guidelines of the Writer's Workshop Model. http://writersworkshophelp.blogspot.com/2007/11/structure-of-mini-lesson.html. <p>Closure: Students: Share their writings in groups.</p>	
<p>Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Weather literature will be available on a variety of reading levels to accommodate ELP Levels</p> <ul style="list-style-type: none">• Lower proficiency students can dictate their responses.• Lower proficiency students can write with bullets in words and phrases.• Cloze activities with ELP 2 students• Sentence frames with ELP 2-3 students• Word banks for ELP 2-3 students		
<p>Suggested Resources:</p>		

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- <http://www2.scholastic.com/browse/lessonplan.jsp?id=384>
- www.proteacher.org
- www.science.pppst.com/simplemachines.html
- <http://www.appliancepartspros.com/simple-machines-for-kids.aspx>
- www.languagearts.pppst.com/cause-effect.html
- http://www.educationoasis.com/curriculum/GO/cause_effect.htm
- **Paper**
- **Pencils**
- **Colored Pencils**
- **Writer's Notebooks**