

ESL Curriculum Exemplar
 Aligned to the 2007 WIDA Standards
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Water is Life Lesson Plan #1							
Content Area: English as a Second Language							
Lesson Title: What is water pollution?			Timeframe: 2 days; 90 minute block				
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
Interdisciplinary Connections: Language Arts, and Science							
Integration of Technology: WebQuest, blog, Internet							
Equipment needed: Computer and LCD projector, student computers, Internet							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students: <i>Speaking & Writing</i></p> <ul style="list-style-type: none"> Answer teacher questions about types of pollution in oral and written form. Match key vocabulary words related to the topics of water pollution. Sort and classify types of pollutions with words and captions. Make cause and effect connections related to the types of pollutions that can happen in the rivers, oceans, or streams using a graphic organizer. Describe and discuss some ways to reduce 	<p>Key vocabulary: pollute/pollution/pollutants, evidence, chemicals, pesticides, preserve, purify, liquid, harm</p> <p>Key language structures: <i>Pollution is a problem because _____ . Some forms of pollution are _____ .</i></p> <p>Warm-up: Students: Respond to questions aloud or in writing with a partner- Think about all the things you enjoy doing outside. (The instructor should use visuals for support).</p> <p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Teacher: Introduce pictures of lakes, rivers, streams, and various types of pollutants. 2. Students: Orally identify the key vocabulary and how to affixes and root words to generate word families. 3. Teacher: Write the word(s) on the board (use 	<p style="text-align: center;"><u>Formative</u></p> <ul style="list-style-type: none"> Warm-up responses Graphic organizers Create a flow chart Types of pollutions worksheet Illustrations Homework

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<p>water pollution with your classmates.</p> <p><i>Reading & Speaking</i></p> <ul style="list-style-type: none">• Read and discuss adapted text about pollution.	<p>a sentence strip to illustrate the definition and/or picture.)</p> <ol style="list-style-type: none">4. Students: Complete graphic organizer Lesson%201/Graphic_organizer_1.doc to label the illustrations and to sort and classify pollutants.5. Teacher: Ask students to read the following; Pollution in our oceans, lakes, rivers and streams is a very serious problem. <i>Pollution is when we add things to the ground, the air, or the water that will make it dirty or will bring harm to the life in and around it.</i> People often dump (throw in) liquids into oceans, lakes, rivers and streams. Some of these liquids will mix with water; others will not. Think about what would happen if the lake you swim in gets polluted?6. Teacher: Ask students to talk to a partner about why this is a problem? Write a sentence together about the problem.7. Students: Complete a flow-chart to transfer information from the reading passage about cause and effect related to the topic of water pollution.8. Students: Create a poster with a partner about water pollution, such as “Some causes of water pollution.” <p>Closure: Students: Read one of the causes from their posters.</p> <p>Expansion/Extension: Students: Brainstorm ways to reduce water pollution.</p>	
<p>Differentiation: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. Water pollution literature will be available on a variety of reading levels to accommodate ELP Levels</p> <p>ELP Level 1: Students can use L1 to discuss the causes of pollution. Student will label the illustrations in graphic organizer.</p> <p>ELP Level 2: Students may code-switch when discussing causes. Student will write a sentence to describe the picture in the graphic organizer activity.</p>		
<p>Suggested Resources:</p> <ul style="list-style-type: none">• Graphic Organizers		