

# SIOP<sup>®</sup> Lesson Plan Template 1

PEARSON

**Date:** 2/5/09  
Cheri Elliott-Washington

**Grade/Class/Subject:** 9/room 158/ Earth Science

**Unit/Theme:** Changing Earth's Surface

**Standards:** E.S. 8 Weathering, erosion and deposition

**Content Objective(s):** E.S. 8 the student will investigate and understand geologic processes including plate tectonics; key concepts include: b) faulting, folding, volcanism, metamorphism, weathering, erosion, deposition, and sedimentation.

**Language Objective(s):** The student will be able to describe orally the difference in mechanical and chemical weathering and the formation of soil.

<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>weathering, erosion, deposition, oxbow lake, delta, alluvial fan, levee, floodplain, mature river, immature river</p>	<p style="text-align: center;"><b>Supplementary Materials</b></p> <p>glue, tape, construction paper, textbook, computer, colored pencils</p>	
<b>SIOP FEATURES</b>		
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Adaptation of content</li> <li><input checked="" type="checkbox"/> Links to background</li> <li><input checked="" type="checkbox"/> Links to past learning</li> <li><input checked="" type="checkbox"/> Strategies incorporated</li> </ul>	<p><b>Scaffolding</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Modeling</li> <li><input checked="" type="checkbox"/> Guided practice</li> <li><input checked="" type="checkbox"/> Independent practice</li> <li><input checked="" type="checkbox"/> Comprehensible Input</li> </ul>	<p><b>Group Options</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole class</li> <li><input type="checkbox"/> Small groups</li> <li><input checked="" type="checkbox"/> Partners</li> <li><input checked="" type="checkbox"/> Independent</li> </ul>
<p><b>Integration of Processes</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading</li> <li><input checked="" type="checkbox"/> Writing</li> <li><input checked="" type="checkbox"/> Speaking</li> <li><input checked="" type="checkbox"/> Listening</li> </ul>	<p><b>Application</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Hands-on</li> <li><input checked="" type="checkbox"/> Meaningful</li> <li><input checked="" type="checkbox"/> Linked to objectives</li> <li><input checked="" type="checkbox"/> Promotes engagement</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Individual</li> <li><input checked="" type="checkbox"/> Group</li> <li><input checked="" type="checkbox"/> Written</li> <li><input checked="" type="checkbox"/> Oral</li> </ul>
<p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Students will complete bell work #3 which is a practice SOL question. They will write the question and all answer choices in their bell work notebook and choose a correct answer. We will read the question outloud and discuss the correct answer.</li> <li>2. The teacher will review weathering and soil formation with the class. She will ask the students to turn to the person next to them and orally tell the difference in mechanical and chemical weathering. She will have the students give an example of each type of weathering to their partner. The teacher will then review soil horizons and have students orally discuss what makes up a mature soil profile.</li> <li>3. The students will take a quiz on weathering and soil. Each will finish at different rates, so the teacher will have a review worksheet to start after the quiz. The review sheet will be on erosion and deposition which are the topics we began last class.</li> <li>4. The students will complete an activity called "A River's Run" in which they look at the parts of a river to understand features formed by deposition. They will color the river and the features after cutting them out. They will assemble the river using the direction sheet onto a piece of construction paper and then write descriptions of a mature river and immature river, a floodplain, delta, levee, oxbow lake and alluvial fan inside the flap of the construction paper.</li> <li>5. Students will complete an exit ticket before putting up there chairs to be dismissed. The ticket will state: How do weathering, erosion and deposition work together on the Earth?</li> </ol>		

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**Reflections:**

I will use the exit ticket to reflect on the understanding of erosion, deposition and weathering. I will also use the quiz to check for understanding of the concepts.

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