

SIOP[®] Lesson Plan Template 1

PEARSON

Date: 12/10/08

Grade/Class/Subject: 9th/Room 158/Earth Science

Unit/Theme: Plate Tectonics

Standards: SOL 8

Content Objective(s): The student will identify different types of plate boundaries and recognize features caused by plate tectonics, specifically features caused at each type of plate boundary.

Language Objective(s): The student will orally and in writing describe the type of motion at convergent, divergent and transform boundaries as well as be able to tell one feature that forms at each boundary.

<p style="text-align: center;">Key Vocabulary</p> <p>plate, tectonics, convergent, divergent, transform, trench, rift, mid ocean ridge, volcanoes, volcanic island arcs, lithosphere, asthenosphere</p>	<p style="text-align: center;">Supplementary Materials</p> <p>colored pencils, glue, scissors, U.S. plate map, notes, computer with internet, textbook,</p>	
SIOP FEATURES		
<p>Preparation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adaptation of content <input checked="" type="checkbox"/> Links to background <input checked="" type="checkbox"/> Links to past learning <input checked="" type="checkbox"/> Strategies incorporated 	<p>Scaffolding</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible Input 	<p>Group Options</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
<p>Integration of Processes</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	<p>Application</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral
<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. The students will arrive in class and complete bell work #31. This is a practice SOL question. 2. The teacher will orally and visually review key concepts of plate tectonics by using animations of each type of plate boundary. 3. I will then ask the students to describe to each other the movement at each type of plate boundary. 4. The students will continue working on a plate tectonics lab activity started in class on Monday. The activity includes the students coloring the land of each tectonic plate green, labeling the plates, cutting out the plates, and putting them together on a piece of construction paper. The students will then color the divergent boundaries blue, the convergent boundaries red and the transform boundaries yellow. Students will identify the boundaries by looking at the direction arrows are pointing on the map. The student will then use the map to answer 7 questions about plate boundaries and features formed at each type of boundary. 5. If students finish the lab and time is left, they will complete a worksheet to review for plate tectonics. 6. Students will complete an exit ticket with a partner. The ticket will have the words convergent, divergent and transform on them and the student will either draw a picture or write a description of the movement at each type of boundary and list 1 feature formed at the boundary. The groups will give the teacher the ticket before placing the chairs on the desk for dismissal 		

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Reflections:

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