**Teacher \_Hui-yen Huang\_\_\_\_\_\_ Grade/Course\_\_2nd/Interconnection (Science/Social Study)\_\_\_\_\_\_\_\_ Week\_16th 12/07/2015-12/11/2015\_\_**

**Topics:**

Changes in the Physical Environment

**Content Objective(s):**

* Students will identify ways in which people have modified the physical environment in their community on a worksheet.

**Language Objective(s):**

* Students will tell their partner ways in which people have modified the physical environment in their community. ​

**Key terms:**

**Listen:** changed, physical environment, community

**Speak:** changed, community

**Write:** rocks,

**Sentence Frames:**

What is a way that people changed the community?

Our community changed by \_\_\_\_\_\_\_\_.

**Class website: (Week 16: 12/07 – 12/11)**

http://2ndchinesedli.weebly.com/week-16-1207---1211.html

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| --- | --- | --- | --- | --- | --- | --- |
| Key # | Components | M | T | W | Th | F |
| 1 | Standards, Objectives, Purpose | Standard 3, Objective 1: Identify common symbols and physical features of a community and explain how they affect people’s activities in that area. | | | | |  |  |  |
| 2 | Anticipatory Set (engagement) | Related videos and songs | Related videos and songs | Related videos and songs | Related videos and songs | Related videos and songs |
| Strategies, Skills, Learning Activities | Whole Class/Tier 1  1. Related songs and videos  2. Experiment: Making butter from cream (liquid to solid).  3. Then and now pictures of Utah & Taiwan to see changes  4. Ask students/parents if they have picture of their houses or community’s then and now  **Essential Questions:**  How do we explore the natural world at school? | Whole Class/Tier 1  1. Related songs and videos  2. Experiment: Making butter from cream (liquid to solid).  3. Then and now pictures of Utah & Taiwan to see changes  4. Ask students/parents if they have picture of their houses or community’s then and now  **Essential Questions:**  How do we explore the natural world at school? | NO interconnection | NO interconnection | Whole Class/Tier 1  1. Related songs and videos  2. Experiment: Making butter from cream (liquid to solid).  3. Then and now pictures of Utah & Taiwan to see changes  4. Ask students/parents if they have picture of their houses or community’s then and now  **Essential Questions:**  How do we explore the natural world at school? |
| 3 | Differentiation RTI/Enrichment | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students. | Intensive  Offer extra support: Wait for longer time or repeat slowly for intensive students. |
|  | Strategic  In whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | Strategic  In whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students | Strategic  In whole group settings but use i+1 ((language input should slightly higher than students language level).) strategy for students |
| Benchmark  Use i +1 strategy + use higher level questioning such as “why” “how”… | Benchmark  Use i +1 strategy + use higher level questioning such as “why” “how”… | Benchmark  Use i +1 strategy + use higher level questioning such as “why” “how”… |
| 4 | Vocabulary | **Required Academic Vocabulary for Word Wall:**  **Listen:** changed, physical environment, community  **Speak:** changed, community  **Read:**  **Write:** rocks,  **Sentence Frames:**  What is a way that people changed the community?  Our community changed by \_\_\_\_\_\_\_\_. | **Required Academic Vocabulary for Word Wall:**  **Listen:** changed, physical environment, community  **Speak:** changed, community  **Read:**  **Write:** rocks,  **Sentence Frames:**  What is a way that people changed the community?  Our community changed by \_\_\_\_\_\_\_\_. | **Required Academic Vocabulary for Word Wall:**  **Listen:** changed, physical environment, community  **Speak:** changed, community  **Read:**  **Write:** rocks,  **Sentence Frames:**  What is a way that people changed the community?  Our community changed by \_\_\_\_\_\_\_\_. |
| 5 | Resources (Technology, Other) | Pictures, cream, glass jar, online videos, songs, small whiteboard, whiteboard, pictures and videos, markers, ect…. | Pictures, cream, glass jar, online videos, songs, small whiteboard, whiteboard, pictures and videos, markers, ect…. | Pictures, cream, glass jar, online videos, songs, small whiteboard, whiteboard, pictures and videos, markers, ect…. |
| 6 | Assessment | Informal/Formal  Group work, oral check | Informal/Formal  Group work, oral check | Informal/Formal  Group work, oral check |
| 7 | Reflections, Modifications |  |  |  |  |  |