

TEACHER: Amanda Johnson	CLASS: ELA	DATE: December 4, 2017
TOPIC: Roller Coasters of America (adapted lesson from “A Roller Coaster Day” by Erin Gobb) – Lesson #2		
STANDARDS: RI.4.7 – Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RF.4.3 – Know and apply grade-level phonics and word analysis skills in decoding words. W.4.8 – Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources. SL.4.1 – Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	LANGUAGE STANDARDS: L.4.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
LESSON OBJECTIVES: Content Knowledge: By the end of the lesson, ESOL’s will: <ol style="list-style-type: none"> 1. Have meaningful discussions with their peers about some of the roller coasters in America. 2. Be able to use key vocabulary in context. 3. Research a new roller coaster and take notes. 4. Complete a rough draft of the passage about the researched roller coaster. 		
LANGUAGE OBJECTIVES: By the end of the lesson, ESOLs will demonstrate increasing proficiency in the performance of the following functions and their forms:		
Function (in –ing form, eg. “Retelling a story”)	Form (grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”)	
<ol style="list-style-type: none"> 1. Retelling 2. Comparing and Contrasting 3. Asking Clarifying Questions 	<ol style="list-style-type: none"> 1. Past Tense: “The roller coaster was <i>built</i>...” 2. Using superlatives when discussing roller coasters. Example: Fastest, Highest, Longest, Slowest 3. “What information should we include about a roller coaster?” “ Does the roller coaster have to be in America?” 	
KEY VOCABULARY: <ol style="list-style-type: none"> 1. roller coaster 2. attract 3. attraction 4. tourist 5. constructed 6. operating 7. inversion 8. encounter 9. hyper coaster 10. g-force 	MATERIALS (including supplementary and adapted): <ol style="list-style-type: none"> 1. “Screamin’ Roller Coasters” Handouts by Erin Gobb 2. iPads/Laptops 3. Paper/Pencils 	
TIME: 30 – 45 MINUTES	<p style="text-align: center;">ACTIVITIES</p> <p>BUILDING BACKGROUND</p> <p>LINKS TO PREVIOUS LESSON: Ask students to share what they learned from the previous lesson about roller coasters. Which one sounds like their favorite? Review the vocabulary words, having students share a sentence with a partner. When calling on students, ask them what their partner said.</p>	

LESSON:

1. Students will be tasked with researching another roller coaster.
2. They will continue to work in their same groups, so together, they will need to find a roller coaster in which to research and write a small piece about. The writing will be modeled after the passages we have already read about other roller coasters.
3. Once they have decided on a roller coaster, they will need to create a checklist of what they need to find. The partners should look at the passages to determine what information should be included in their own passages.
4. Students should complete the research together, taking turns doing the actual research and writing down their notes.
5. Once the notes have been completed, the students will work to create a rough draft of their passage.
6. Once students have completed their research, they will put it in their folder and add additional notes in the self and peer evaluations for today.

STUDENT ACTIVITIES (check all that apply for activities throughout lesson):

- Scaffolding:** Modeling Guided Independent
- Grouping:** Whole Class Small Group Partners Independent
- Processes:** Reading Writing Listening Speaking
- Strategies:** Hands-on Meaningful Links to Objectives

REVIEW AND ASSESSMENT (check all that apply):

- Individual Group Written Oral

FORMATIVE ASSESSMENT:

As students are researching and working together, the teacher will walk around the room, listening to discussions and ensuring that everyone is helping their group with research and note taking. The teacher will also ask each group questions and what they are researching and some of the information that they are looking for to help them prepare to work on the final project that they will work on at the end of the unit/theme.