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| **Grade 5** | **Lesson:**  **Landforms Part 8** | | Reference to English Interconnections Lesson:  No Reference to Interconnections |
| **Science Standard(s): Standard 2 Objective 1 and 2** | | | |
| **Content Objective(s):** | | **Language Objective(s):** | |
| Students will be able to compare and contrast two landforms using a Venn Diagram with a partner.  ***I can compare and contrast my landform with a partner’s landform using a Venn Diagram with a partner.***  我能和同伴用维恩图对我的地形和同伴的地形进行比较和对比。 | | Students will be able to present about a landform to the class using a poster independently and using a Venn Diagram with a partner.  ***I can present about a landform to the class using a poster by myself and using a Venn Diagram with a partner.***  我能独立用海报向全班展示一种地形，或者和同伴一起用维恩图。 | |
| **Essential Questions:**  *How is the Earth’s surface changing over time?*  *地球的表面是如何随着时间的变化而改变的？* | | **Required Academic Vocabulary for Word Wall:**  **Listen:** similar, different, compare, contrast, landform, erosion, weathering, deposition, earthquake, volcano, uplift, categorize  相似，不同，比较，对比，地形，侵蚀，风化，沉积，地震，火山，隆起，分类  **Speak:** similar, different, erosion, weathering, deposition, earthquake, volcano, uplift, cliffs, lake, arch, delta, butte, mesa, canyon, cave, valley, mountains, fault scarp, crater, island  相似，不同，侵蚀，风化，沉积，地震，火山，隆起，悬崖，湖，拱形，三角洲，山峰，平顶山，峡谷，洞穴，山谷，山脉，断层崖，火山口，岛  **Read:** erosion, weathering, deposition, earthquake, volcano, uplift, cliffs, lake, arch, delta, butte, mesa, canyon, cave, valley, mountains, fault scarp, crater, island  侵蚀，风化，沉积，地震，火山，隆起，悬崖，湖，拱形，三角洲，山峰，平顶山，峡谷，洞穴，山谷，山脉，断层崖，火山口，岛  **Write:** similar, different, erosion, weathering, deposition, earthquake, volcano, uplift, cliffs, lake, arch, delta, butte, mesa, canyon, cave, valley, mountains, fault scarp, crater, island  相似，不同，侵蚀，风化，沉积，地震，火山，隆起，悬崖，湖，拱形，三角洲，山峰，平顶山，峡谷，洞穴，山谷，山脉，断层崖，火山口，岛  **Sentence Frames:**  \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ are similar because \_\_\_\_\_\_\_\_\_\_\_.  A \_\_\_\_\_\_\_\_ is different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_和\_\_\_\_\_\_\_\_相似，因为\_\_\_\_\_\_\_\_\_\_。  \_\_\_\_\_\_\_\_和\_\_\_\_\_\_\_\_不同，因为\_\_\_\_\_\_\_\_\_\_。  My favorite landform is a \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.  我最喜欢的地形是\_\_\_\_\_\_\_\_\_因为\_\_\_\_\_\_\_\_。  A \_\_\_\_\_\_\_\_\_ is created by \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_是由\_\_\_\_\_\_\_\_形成的，因为\_\_\_\_\_\_\_\_\_\_。  It can take thousands of years to create a \_\_\_\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_的形成可以花数千年。  A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be created quickly.  \_\_\_\_\_\_\_\_\_可以很快的形成。  A \_\_\_\_\_\_\_\_\_\_\_\_\_ can be created quickly or it can take thousands of years to create.  \_\_\_\_\_\_\_\_\_\_\_可以很快形成，也可以花数千年。 | |
| **Materials:**   * Posters from previous lesson * Clay Landforms from previous lesson * Whiteboards, markers, erasers- one set for each partnership * Venn Diagram Worksheets | | **Additional Lesson Vocabulary:**  Thousands of years, quickly, create  数千年，快速的，创造 | |
| **Lesson:** | | **Instructional Time: 60 Minutes (with class presentations)** | |
| **Opening:** **(5 minutes)**   * Post pictures of the different landforms you have talked about during this unit on the board.   **T: “We’ve been learning so much about different landforms and how they’re created by weathering, erosion, deposition, volcanoes, earthquakes and upflift. Some landforms are created quickly, while others take thousands of years. In our last lesson we picked our favorite landforms and identified how they were created and how long they took to be created. I’m going to point to each of these pictures of landforms and I want you to all say out loud the type of landform I am pointing to. Afterward, I want you to raise your hand if you selected that landform as your favorite.”**  我们已经学了很多不同的地形了，也学了它们是如何由风化、侵蚀、沉积、火山、地震和隆起形成的。有些地形形成的很快，而有些则要花上数千年。上一课我们选了我们最喜欢的地形，也知道了它们是如何、以及多久形成了。我要分别指出这些地形的图片，当我知道某一个的时候我希望大家大声的说出它的名称。然后，如果指到的是你最喜欢的地形，我请你举起手来。   * Point to each of the pictures of the different landforms on the board.   **T:** After you point to each picture say, **“Raise your hand if this was your favorite landform.”**  如果是你最喜欢的地形请举手。   * Select the two most popular pictures and set them in the center of the board side by side.   **T: “Look at these two landforms. They were the two most popular landforms in this class. Think… are these two landforms similar or different? When I say, ‘Go’ I want you to turn to your partners and say either, ‘They are similar because\_\_\_\_\_’ or ‘They are different because\_\_\_\_\_’ and explain your reasoning.”** Write the sentence frames on the board. **“Partner 1 will go first, then Partner 2 will say what he/she thinks. Ready, go!”**  看看这两种地形。他们是我们班上最受欢迎的地形。思考... 这两种地形相似呢，还是不同呢？我说开始的时候告诉你的同伴，可以说‘他们相似，因为\_\_\_\_\_\_\_\_\_’或者‘他们不同，因为\_\_\_\_\_\_\_\_’并且解释你的理由。Write the sentence frames on the board.1号同学先来，然后2号同学。准备，开始！  *S1: They are similar/different because \_\_\_\_\_\_\_\_\_.*  *S2: They are similar/different because \_\_\_\_\_\_\_\_\_.*  他们相似/不同，因为\_\_\_\_\_\_\_\_\_。  **T: “Okay class, raise your hands if you said you think these two landforms are similar.”**  好了同学们，如果认为他们相似的同学请举手。  Students who think they are similar raise their hands.  **T: “Okay class, raise your hands if you said you think these two landforms are different.”**  好了同学们，如果认为他们不同的同学请举手。  Students who think they are different raise their hands.  **T: “It seems our class is divided. Some students think these landforms are similar, and other students think they are different. Well… you’re all right. There are similarities and differences between any two landforms we have studied. Today we are going to look at two landforms, our favorite and our partner’s favorite, and we’re going to compare and contrast them to identify the similarities and differences between them. We’ll use a Venn Diagram to identify these similarities and differences. Who has used a Venn Diagram before?”**  看起来我们有了一些分歧。有些同学觉得这两种地形相似，其他的觉得他们不同。好吧... 你们都对了。我们学过的这两种地形既有相似也有不同。今天我们来看两种地形，一个是你最喜欢的，一个是你同伴最喜欢的，对两种地形我们要做出比较合对比，找出他们的相似和不同。我们要用维恩图来列举这些相似和不同。有谁以前用过维恩图？  All students should raise their hands. **T: “Let’s take a look at our learning objective today.”**  让我们看看我们今天的学习目标。   * Point to the student objective‘*I can compare and contrast my landform with a partner’s landform using a Venn Diagram with a partner.’* 我能和同伴用维恩图对我的地形和同伴的地形进行比较和对比。   **T: “Partner 1, when I say “go” you will ask your partner, ‘What are we going to do today?’”** Write the question on the board. **“Partner 1, you will read the objective on the board.”** Point to the objective. **“Then Partner 2, you will ask, ‘What is one thing we will learn today and how will we know we learned it?’”** Write the question on the board. **“Partner 1 will respond to the question by explaining one thing the class will learn today and how they will know they learned it.”**  1号同学，当我说开始的时候你们要问你们的同伴‘我们今天要学什么？’Write the question on the board.1号同学你们来读白板上的目标。Point to the objective.然后2号要问‘今天我们学了什么，怎么知道我们学会了？’Write the question on the board.1号同学通过解释今天要学什么，怎么知道学回了来回答。   * Give the class 1-2 minutes.   *S1:* What are we going to do today?  我们今天要学什么？  *S2: We are going to compare and contrast a landform with a partner’s landform using a Venn Diagram.*  我们要和同伴用维恩图来比较合对比不同地形。  *S2: What is one thing we will learn today and how will we know we learned it?*  今天我们学了什么，怎么知道我们学会了？  *S1: We are going to compare and contrast two landforms. We’ll know we did it because we’ll be completing a Venn Diagram with our partners.*  我们要比较和对比两种地形。我们可以和同伴完成一个维恩图，所以知道我们学会了。  **Introduction to New Material (Direct Instruction): (5 minutes)**  **T: “Now that we’ve reviewed different types of landforms and talked about how long they can take to form, we’re going to compare and contrast two different landforms using a Venn Diagram.”**  现在，我们看过了不同的地形，也讨论了他们要多久才能形成，我们将要用维恩图比较合对比这两种不同的地形。   * Post the different landforms with their pictures on the board for students to choose from. Draw a blank Venn Diagram on the board or on a large poster.   **T: “I am going to select a valley and an arch.”**  我想选山谷和石拱。   * Label the two circles in the Venn Diagram “Valley” and “Arch”.   **T: “Remember in a Venn Diagram I put the things they have in common in the middle of the Venn Diagram, and the things that make them different in their separate circles. Let’s see if I can think of some things they have in common; Let’s compare Valleys and Arches. Think of something that both valleys and arches have in common. When I say, ‘Go’ you will turn to your partners and come up with a similarity. Go!”**  记住用维恩图时，我要把相同点放到中间，不同的放到它们各自的圈中。我们看看我能不能想出他们的相同点。我们来比较一下山谷和石拱。想想什么山谷和石拱都有。我说开始的时候，和同伴一起想一想他们的相同之处。开始！  *S:**Both Valleys and Arches can take thousands of years to form.* (Answers will vary)  山谷和石拱都要数千年才能形成。   * Ask a group to share out. Write the commonality in the middle.   **T: “Did anyone else come up with another similarity?”**  还有人想到别的共同点了吗？   * Call on a student to give a different response.   **T: “ Yes, both Valleys and Arches can be created by weathering and erosion.** (Answers will vary)  有，山谷和石拱都可以是风化和侵蚀形成的。   * Write the commonality in the middle.   **T: “Now let’s look at differences. Let’s contrast Valleys and Arches. We’re going to think about Valleys first. Everyone, think of something that is a fact about valleys, but is not true for arches. When I say, ‘Go’ you will turn to your partners and come up with a difference about valleys. Go!”**  现在我们来看看不同点。我们来对比山谷和石拱。  *S: Valleys can be created by earthquakes.* (Answers will vary)  山谷可能是由地震形成的。   * Write the difference of Valleys in one of the circles.   **T: “Did anyone else come up with another difference?”**  有没有人想到其他的不同之处？   * Call on a student to give a different response.   **T: “ Yes, Valleys can be created by glaciers**.” (Answers will vary)  有，山谷也可能是由冰川形成的。   * Write the difference of Valleys in one of the circles.   **T: “Let’s continue contrasting Valleys and Arches. We’re going to think about Arches now. Everyone, think of something that is a fact about arches, but is not true for valleys. When I say, ‘Go’ you will turn to your partners and come up with a difference about arches. Go!”**  我们来继续对比山谷和石拱。我们先来想想石拱。所有人，想想石拱有什么特征，但是是山谷没有的。我说开始，你们和同伴一起想一想石拱的特征。开始！  *S: Arches are greatly changed and made wind erosion.*(Answers will vary)  石拱的改变特别大，是由风的侵蚀形成的。   * Write the difference of Arches in the other circle.   **T: “Did anyone else come up with another difference?”**  还有没有人想到其他的？   * Call on a student to give a different response.   *S: Arches can be broken by earthquakes and erosion.*  石拱可能会被地震或者侵蚀破坏。   * Write the differences of Arches in the other circle.   **Guided Practice: (12 minutes)**   * Pass out whiteboards, markers and erasers, one for every pair of students.   **T: “We’re going to practice comparing and contrasting together, and with your partners. Now we’re going to compare and contrast two different landforms. Let’s do caves and buttes. When I say, ‘Go’ I want Partner 1 to draw a Venn Diagram and I want Partner 2 to label one circle ‘Caves’ and the other circle ‘Buttes’. Go!”**  我们要一起练习比较和对比，和你的同伴一起。现在，我们来比较两种不同的地形。来做洞穴和山丘。我说开始的时候，1号同学画一个维恩图，2号同学把其中一个圈标上‘洞穴’，另一个标上‘山丘’。开始！  Students draw and label Venn Diagrams on their whiteboards.  **T: “Great. Now let’s compare caves and buttes and see what they have in common. Partner 1 and Partner 2 will both come up with a similarity. They cannot be the same similarity. You will use the sentence frame \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ are similar because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “** Write the sentence frame on the board. **“Partner 2 will state a similarity using the sentence frame and then write it down. Partner 1 will then state a similarity using the sentence frame and then write it down. I am going to model, but I’m not going to actually state a similarity. I want you to think of some on your own. Instead, I will just use the beginning of the sentence frame.”**  太棒了。现在我们比较一下洞穴和山丘有什么相同之处。1号和2号同学都想相同点。不能有重复的。你们要用这个句型\_\_\_\_\_\_\_和\_\_\_\_\_\_\_相同，因为\_\_\_\_\_\_\_\_\_\_\_。Write the sentence frame on the board. 2号同学用这个句型说出相同点，然后写下来。1号同学然后再说一个相同点，然后写下来。我来做示范，但是我不真的说出相同点。我想让你们来想。我只是用这个句型。  *Use the Modeling Cycle:*  *Teacher Does:*   * Use a puppet, stuffed animal or imaginary partner to help you model.   **T: “As Partner 2, I will say, ‘Caves and buttes are similar because\_\_\_\_\_\_\_’ and I will state a similarity. I will now write it down in the middle of my Venn Diagram.”** Write it down on a small whiteboard to model. “**It is now my partner’s turn.”**  我是2号同学，我要说‘洞穴和山丘有相同点，因为\_\_\_\_\_\_\_\_’然后我会说出相同点。我现在会写在我的维恩图上。Write it down on a small whiteboard to model. 现在该我的同伴了。  **T: “As Partner 1, I will say, ‘Caves and buttes are similar because \_\_\_\_\_\_’ and I will state another similarity that is different from what my partner already said. I will now write it down in the middle of my Venn Diagram.”** Write it down on a small whiteboard to model.  我现在是1号，我要说‘洞穴和山丘有相同点，因为\_\_\_\_\_\_\_\_’我会说出另一个相同点，但是不能和我同伴说的重复。我现在会写在我的维恩图的中间。  *Teacher Models with a Student:*   * Call up a student to help you model.   **T: “You will be partner 1 and I’ll be Partner 2. I’ll start. ‘Caves and buttes are similar because \_\_\_\_’. I will now write it down in the middle of my Venn Diagram. I am just leaving the blank \_\_\_ so I don’t give any answers away just yet.”** Write it down on a small whiteboard to model. “**It is now your turn.”**  你来做1号同学，我当2号。我来开始。‘洞穴和山丘有相同点，因为\_\_\_\_\_\_\_’我现在会写在我的维恩图的中间。我现在先空着，这样我就先不会公布答案。Write it down on a small whiteboard to model. 该你了。  *S: Caves and buttes are similar because \_\_\_\_\_\_.*  洞穴和山丘有相同点，因为\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *Two Students Model:*   * Call up two students to help you model.   **T: “Decide who will be Partner 1 and who will be Partner 2. Partner 2 will begin first.”**  先决定谁当1号，谁当2号。2号先开始。  Students decide who is Partner 1 and Partner 2.  *S2: Caves and buttes are similar because \_\_\_\_\_\_.*  洞穴和山丘有相同点，因为\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *S1: Caves and buttes are similar because \_\_\_\_\_\_.*  洞穴和山丘有相同点，因为\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *All Students Practice:*  **T: “Now when I say, ‘Go’ you will all work with your partners and use the sentence frames and then your whiteboard to each identify a similarity between caves and buttes. Go!”**  现在，我说开始的时候，你和同伴用我们的句型说出洞穴和山丘的相同点，然后再写在你们的白板上。开始！  Students work with partners to identify verbally a similarity and then write it on their shared whiteboard. Give students about 3 minutes.   * Select some students and/or partnerships to share their written responses. Ensure they are responding using the sentence frame.   **T: “Great. Now let’s contrast caves and buttes and see what is different about each of them. Partner 1 and Partner 2 will both come up with a difference for caves. They cannot be the same difference. You will use the sentence frame**  **‘A\_\_\_\_\_\_\_\_\_\_\_ is different because \_\_\_\_\_\_\_\_\_\_. ‘“** Write the sentence frame on the board. **“Partner 1 will state a difference about a cave using the sentence frame and then write it down. Partner 2 will then state a difference about a cave using the sentence frame and then write it down. I am going to model, but I’m not going to actually state a difference. I want you to think of some on your own. Instead, I will just use the beginning of the sentence frame.”**  太棒了。现在让我们来对比洞穴和山丘，看看他们有什么不同。1号和2号同学一起来想不同点。不能有重复的。用这个句型‘\_\_\_\_\_\_\_不同，因为\_\_\_\_\_\_\_\_\_’ Write the sentence frame on the board. 1号同学说出一个洞穴的不同点，然后写下来。2号同学说一个洞穴的不同点，然后写下来。我来做一个示范，但是我不会真的说出来。我想让你们自己想出来。我只会用我们的句型。  *Use the Modeling Cycle:*  *Teacher Does:*   * Use a puppet, stuffed animal or imaginary partner to help you model.   **T: “As Partner 1, I will say, ‘A cave is different because \_\_\_\_\_\_\_\_’ and I will state a difference. I will now write it down in one of the circles of my Venn Diagram labeled ‘caves’.”** Write it down on a small whiteboard to model. “**It is now my partner’s turn.”**  我是1号同学，我会说‘洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_’我会说一个不同点。现在我该把它写在维恩图标‘洞穴’的圈里。Write it down on a small whiteboard to model. 现在该我的同伴了。  **T: “As Partner 2, I will say, ‘A cave is different because \_\_\_\_\_\_’ and I will state another difference that is different from what my partner already said. I will now write it down in the circle of my Venn Diagram labeled ‘caves’.”** Write it down on a small whiteboard to model.  作为2号同学，我会说‘洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_’ 我会说另一个不同点。现在我该把它写在维恩图标‘洞穴’的圈里。  *Teacher Models with a Student:*   * Call up a student to help you model.   **T: “You will be partner 2 and I’ll be Partner 1. I’ll start. ‘A cave is different because \_\_\_\_’. I will now write it down in the circle of my Venn Diagram. I am just leaving the blank \_\_\_ so I don’t give any answers away just yet.”** Write it down on a small whiteboard to model. “**It is now your turn.”**  你来当2号，我来1号。我先开始。‘洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_’ 现在我该把它写在维恩图的圈里。我现在先空着，所以我先不给你们答案。Write it down on a small whiteboard to model. 该你了。  *S: A cave is different because \_\_\_\_\_\_.*  洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *Two Students Model:*   * Call up two students to help you model.   **T: “Decide who will be Partner 1 and who will be Partner 2. Partner 1 will begin first.”**  先决定谁当1号，谁当2号。1号先开始。  Students decide who is Partner 1 and Partner 2.  *S1: A cave is different because \_\_\_\_\_\_.*  洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *S2: A cave is different because \_\_\_\_\_\_.*  洞穴是不同的，因为\_\_\_\_\_\_\_\_\_\_\_  Student writes it down on the small whiteboard.  *All Students Practice:*  **T: “Now when I say, ‘Go’ you will all work with your partners and use the sentence frames and then your whiteboard to each identify a difference about caves. Go!”**  现在我说开始的时候，你和你的同伴用句型说出一个洞穴的不同点，然后写在白板上。开始！  Students work with partners to identify verbally a difference and then write it on their shared whiteboard. Give students about 3 minutes.   * Select some students and/or partnerships to share their written responses. Ensure they are responding using the sentence frame. * Repeat the same process for a difference about a butte.   **Independent Practice: (8 minutes for Venn Diagrams, 20 minutes for presentations)**   * Pass out Venn Diagram Worksheets, one for each partnership.   **T: “Great practice class. Now you will be working with your partner using a Venn Diagram worksheet and identifying similarities and differences between your two favorite landforms. Remember, you already selected a favorite in our last lesson and made a poster and clay version of your favorite landform. Now you and your partner will be working together to compare and contrast your two landforms. One of the circles of your Venn Diagram will be labeled you favorite and the other circle will be your partner’s favorite. You will repeat the activity we just did above, but you will now do it on your own and write your answers on the paper. Each of you will take turns stating the sentence using the sentence frame and then writing it down on your paper. Each of you should say and write a similarity and each of you should say and write two differences, one for each landform. Go!”**  练习的非常好。现在你们要和同伴用维恩图来找出你们两个最喜欢的两种地形的相同点和不同点。记住，上个部分我们已经选好了，而且做了一个海报，还有一个泥土模型。现在你和你的同伴将要一起来对你们的两种地形做比较和对比了。维恩图的一个圈标上你最喜欢的地形的名字，另一个圈标上你同伴最喜欢的。就重复我们刚才的活动就可以了，但是你们现在要做你们自己的，然后会写在你们的纸上。每个人轮流用句型说，然后写在你的纸上。每个人应该说出并写下一个相同点，两个不同点，每个地形一个不同点。开始！   * Give the class about 7 minutes to complete their Venn Diagrams. Walk around and ensure students are using the sentence frames and staying in the target language.   **T: “I noticed you were all working well together on your Venn Diagrams! Great work. You will now present your landform and your Venn Diagram to the class. I will call you up by your partnerships. Both of you will come up and will bring your posters, your clay landforms, and your shared Venn Digram. You’ll each present about your landforms using the sentences on your posters and other authentic, spontaneous language you would like to use. Then after both of you have presented your posters and clay landforms, you’ll present your Venn Diagram together. Just as we practiced, you’ll take turns identifying the similarities and differences you each came up with using your sentence frames. After the partnership is finished, we will applaud and you can sit down. We will display your posters in the room or in the hall for others to see.”**  我看到你们一起在维恩图上做的很好！非常好。你们现在要给全班展示你们的地形和维恩图。我要按小组来叫。你们两个一起上来，分享你们的海报、泥土模型和维恩图。你们用你们的海报上的句子，或者其他的来展示你们各自的地形。你们各自展示完你们的地形以后，你们一起展示你们的维恩图。就像我们练习的那样，你们轮流来说出相同点和不同点。你们展示完了以后，我们会给予掌声，然后你们就可以回来了。我会在教室里和走廊里展示你们的作品。  *Use the Modeling Cycle:*  *Teacher Models:*  **T: “I’m going to use my poster I made before about Lakes. I’ll stand up in front of the class and tape my poster to the board. I’ll start by explaining why a lake is my favorite. A lake is my favorite landform because there are several lakes I have visited and I like to go swimming in lakes. I will then refer to the sentences I wrote on my poster. A lake is created by weathering and erosion because glaciers can melt which weathers and erodes the land and water collects making a lake. A lake is also created by uplift, because the plates of the earth can lift and create mountains, which allows water to collect at the base of mountains in a bowl-shaped depression. A lake is also created by earthquakes, because earthquakes can create mountains and water can run off the mountains and collect in a bowl-shaped depression making a lake. A lake can take thousands of years to create. I drew my favorite lake, Lake Powell. This is my clay landform. I made a bowl-shaped depression where the water would collect.”** Point to sentences on poster as you share and show your clay landform to the class as you explained how you made it.  我先来展示我之前做的湖的海报。我会站到教室的前面然后把海报贴上去。然后我解释为什么我最喜欢湖。湖是我最喜欢的地形因为我去过几个湖，我也很喜欢在湖里游泳。然后我介绍我写在海报上的句子。湖是由风化和侵蚀形成的，因为冰川融化以后侵蚀土壤，水聚集以后就形成了湖。湖也可能是由隆起形成的，因为地壳隆起形成山脉，水就会聚集在山脚下的碗型的洼地中。湖也可能是由地震形成的，因为地震可以让山上的水流下来，水就会聚集在山脚下的碗型的洼地中。湖可以是上千年形成的。我画了我最细化的湖，鲍威尔湖。这是我做的泥土模型。我做了一个碗型的洼地中，水可以聚集在这。Point to sentences on poster as you share and show your clay landform to the class as you explained how you made it.  **T: “It is now my partner’s turn to present his/her poster. After my partner finishes, we would then take turns reading our sentences in our Venn Diagram to present similarities and differences between our landforms, just as we did during our practice.”**  现在该我的同伴展示他的作品了。我同伴做完以后，我们会轮流的读维恩图上的句子，来展示两种地形的相同和不同点，就像我们刚刚联系的那样。  *Two Students Model:*   * Call up a pair of students who would be successful modeling and presenting first.   **T: “One of you will go first and state which is your favorite landform and why. Then explain how your landform was formed and how long it took to form using the sentences on your poster. Then share your picture and clay landform with the class.”**  你们其中一个先开始说你最喜欢的地形以及原因。然后用海报上的句子解释一下你的地形是如何形成的，要多久形成。然后和全班同学分享你的模型。  One student shares about his/her landform in front of the class.  **T: “Now, it is the other partner’s turn to present about your favorite landform and why. Then explain how your landform was formed and how long it took to form using the sentences on your poster. Then share your picture and clay landform with the class.”**  现在该另一个同学来展示他最喜欢的地形和原因了。然后用海报上的句子解释一下你的地形是如何形成的，要多久形成。然后和全班同学分享你的模型。  The other student shares about his/her landform in front of the class.  **T: “Now you will each take turns presenting similarities and differences on your Venn Diagram.”**  现在轮流来展示维恩图上的相同和不同点。  Students take turns presenting similarities using sentence frames. Then students take turns presenting each of the differences using sentence frames.   * Post the students posters up somewhere in the room or in the hallway.   *All Students Practice:*   * Call the students up one partnership at a time to present their landforms and Venn Diagrams. Help and prompt students as needed. Encourage students to talk about their landforms and avoid simply reading what is on the poster. Grade the students on their posters, Venn Diagrams and presentations. Use class time on another day or two as needed, whereas the students’ attention spans are short for listening to presentations.   **Closing: (10 minutes)**  **T: “Excellent work today class! Let’s see if we met our learning objective. When I say, ‘Go’ I want you to turn to your partners and read the objective together in a quiet voice. Ready, Go!”**  今天表现的很棒！我们来看看是否达到我们的学习目标了。我说开始的时候，和你的同伴小声的读出我们的目标。准备，开始！  *S: I can compare and contrast my landform with a partner’s landform using a Venn Diagram with a partner.*  我能和同伴用维恩图对我的地形和同伴的地形进行比较和对比。   * Use attention-getting signal.   **T: “Great! Now, when I say, ‘Go’ I want Partner 2 to explain in your own words to Partner 1 what you learned today and how you know you learned it. Ready, Go!”**  很好！现在我说开始的时候，2号同学用自己的话告诉1号同学你今天都学了什么，怎么知道学会了。准备，开始！  *S2: I learned the similarities and differences between my favorite landform and my partner’s favorite landform and I know I learned it because I recorded the similarities and differences in a Venn Diagram and presented it to the class.*  我学了我的和我同伴的地形之间的相同和不同，我知道我学会了因为我用维恩图记录了相同和不同点，并且展示给了全班。  **T: “Great! Now, when I say, ‘Go’ I want Partner 1 to explain in your own words to Partner 2 what you learned today and how you know you learned it. Ready, Go!”**  太好了！现在我说开始的时候，1号同学用自己的话告诉2号同学你今天都学了什么，怎么知道学会了。准备，开始！  *S1: I learned the similarities and differences between my favorite landform and my partner’s favorite landform and I know I learned it because I recorded the similarities and differences in a Venn Diagram and presented it to the class.*  我学了我的和我同伴的地形之间的相同和不同，我知道我学会了因为我用维恩图记录了相同和不同点，并且展示给了全班。  **T: “Let’s hear what a couple of you have to say.”**  让我听听你们还想说什么。   * Call on a couple of students to share what they learned and how they know they learned it.   **T: “Excellent. It is clear to me that we met our objective today. This concludes our unit on landforms. Let’s look at all that we’ve learned about landforms by revisiting our Essential Question: How is the Earth’s surface changing over time? Can you answer that question? There is not one correct answer. There are many answers that come from our many lessons we’ve had about landforms. Think for a minute, and then you’ll share with a partner your thoughts about this question. How is the Earth’s surface changing over time?”**  太棒了。很明显我们今天完成了我们的目标。这也总结了我们关于地形的这个单元。让我们看看我们都学了什么关于地形的知识，我们再看一下我们的核心问题：随着时间的变化，地表是如何变化的？你们现在可以回答这个问题吗？并没有唯一的答案。从我们学的这些课中可以找到很多很多答案。想一分钟，然后和同伴讨论一下你们的想法。随着时间的变化，地表是如何改变的？   * Post the Essential question on the board if it is not already posted.   **T: “When I say, ‘Go’ I want you to form a group of 4 with two partnerships. I want each of you to answer this question- How is the Earth’s surface changing over time? Each of your answers should be very different, so do not try to copy another group member’s answer. Listen carefully to each person’s response, because after everyone has answered, I want the group to decide 1 or 2 responses the group really would like to share with the class. Ready, go!”**  我说开始的时候，我要你们组成4人小组，两两同伴。每一个人都要回答这个问题。随着时间的变化，地表是如何改变的？每个人的答案都应该不同，所以不要试图重复别人的答案。仔细听听别人怎么说，因为一会儿我想让每个组分享1-2个你们最想分享的回答。准备，开始！  Students share their different responses to the Essential Question in small groups.   * Give students 2-3 minutes in their small groups. Have each group share 1-2 responses the group members really liked. Write a short version of those responses on the board, and avoid duplicates.   **T: “It is clear to me that we have learned a lot about landforms through our different lesson objectives. I see evidence of many of our learning and language objectives on the board from this unit. Now, our next step is to use what we’ve learned in the world around us. I want you to share your knowledge about landforms and how the Earth’s surface is changing over time with your parents, family members, friends, babysitters and neighbors. I want you to notice different landforms in the world around us and others that you might see in movies and on television. Think of how they were formed, how long they took to form, and how they are similar and different from other landforms. Great job today and thank you for sharing your presentations with the class!”**  显然通过完成不同的学习目标，我们已经学了很多关于地形的知识了。我看到了很多这个单元我们的学习目标和语言目标完成的迹象。现在，下一步就要把我们所学的带到我们周围的世界中去。我要你们和其他人分享你们学到的关于地表是如何改变的，和你们的父母、家人、朋友、保姆和邻居。注意你们身边的不同地形，还有那些电影电视中的。想想他们是怎么形成的，要多久才能形成，和其他地形的相同或不同点。今天做的非常棒，谢谢大家今天分享你们的地形！ | | | |
| **Assessment:** | | | |
| Observe students’ whiteboards and conversations in the guided practice and watch for language production and errors in reasoning..  Observe clay models, posters and presentations and give a grade on them if appropriate. | | | |
| **Extra Ideas:** | | | |
| * Instead of making posters, you could take the students to the computer lab and have them create a digital document or a Powerpoint presenting their material. Students could present their digital Powerpoints to the class. | | | |