

Grade 2	Lesson: Changes in the Physical Environment	Reference to English Interconnections Lesson The Care I Give for Where I Live, p. 51
Science Standard(s): Standard 3, Objective 1		
Content Objective(s): Students will identify ways in which people have modified the physical environment in their community by describing the changes to a partner and on a worksheet. <i>I can identify ways that people have changed the physical environment in their community by describing the changes to a partner and on a worksheet.</i>	Language Objective(s): Students will tell their partner ways in which people have modified the physical environment in their community using the sentence frames modeled by the teacher. <i>I can tell my partner how people have changed the physical environment in our community by using the sentence frames.</i>	
Essential Questions: How do we explore the natural world at school?	Required Academic Vocabulary for Word Wall: Listen: changed, physical environment, community, rocks, road, building, build, add, stream, dirt, ground, Speak: changed, physical environment, community, rocks, road, building, build, add, remove, plant, stream, dirt, ground Read: Write: rocks, road, building, add, remove, stream, dirt, ground, plant Sentence Frames: What is a way that people have changed the physical environment? People changed the physical environment by _____ to _____ .	
Materials: <ul style="list-style-type: none"> Copies of the student worksheet (see attached sheet) Pictures of what Utah or the community looked like <u>before</u> it was settled. Pictures of the community now 	Additional Lesson Vocabulary:	
Lesson:		Instructional Time: 30 min
Opening: (3 minutes) <ul style="list-style-type: none"> Activate Background Knowledge in the following way: Put up pictures of the students' community. T: "Class, look at these pictures. Do you recognize anything? Everyone look carefully...(wait 5 seconds). Turn and tell a partner something you recognize in these pictures." <i>S: Buildings, roads, trees, grocery store, post office, school, homes, fences...</i> T: "Yes, all the things you saw in these pictures are part of our community. Let's turn and say that word to a partner. Ready, 1, 2, 3." <i>S: Community</i> T: "Right, all of these things" point to pictures "are part of our community. Now, show me a thumbs up if you think these things have always been part of our community, or a thumbs down if you think people have changed some things over time and added them to our community." Students should be showing the thumbs down sign. T: "Did you show me a thumbs down sign? You are right. Over time, people have changed some things about our community."		

Today we are going to learn (point to written student friendly objective on the board) **about many of the things that people have changed in our community over time. Now you are all going to tell me what we're doing today!"**

- Point to the objective as you read it together.

S: I can identify ways that people have changed the physical environment in our community by describing the changes to a partner and on a worksheet.

T: "Great. When I count to three, I want you to turn to your partners and tell them what you are going to identify. One, two, three."

S: ways that people have changed the physical environment in our community

T: "Great! Now when I count to three, I want you to turn to your partners and tell them how you are going to show that you can identify these changes. One, two, three."

S: By describing them to a partner and on a worksheet.

T: "Okay, by the raise of hands, who can tell me how you are going to show that you can identify changes in the physical environment?"

- Select a student.

S: By describing them to a partner and on a worksheet.

T: "Yes, we are going to show that we can identify changes in the physical environment of our community by describing the changes to a partner and on a worksheet."

Introduction to New Material (Direct Instruction): (7 minutes)

- Write the words "Physical Environment" on the whiteboard. Point to the words as you talk about them.

T: "These words say 'physical environment.' Let's read them together. Ready, 1, 2, 3."

S: Physical Environment

T: "Our physical environment is what the earth looks like around our community." Point to something, such as mountains or the ground, in one of the pictures of Utah before it was settled. "Part of the physical environment in our community is the mountains. The ground where we build things and walk on is another part of the physical environment. Plants are part of our physical environment. Let's all think of something that could be part of the physical environment in our community. Everyone think...(wait 10 seconds). Turn to a partner and tell them what you think might be part of the physical environment of our community."

S: ground, trees, mountains, streams...

T: "Who can raise their hand and tell me something that is part of the physical environment in our community?"

- Call on students to answer. Write their responses under the words "Physical Environment" on the board.

T: "Look at all these things that are part of our physical environment! Let's read this list together."

- Point to each thing you listed and have the students read the words with you.

T: "Now that we know what is part of our physical environment, let's talk about the way people in our community have changed the physical environment over the years."

- Put up the pictures of Utah or the community before it was settled.

T: "This is what our community looked like many years ago. It looked like this before people moved to this area. Look carefully at the physical environment. It looks very different than it does today."

- Put up current pictures of the community.

T: "This is what our community looks like now. Do you see how different the physical environment looks? Look at the ground, where the trees are, the mountains...do you see how they have changed? When people move to a place, they make changes to its physical environment. For example, in this picture one change we see is a road. That is something people built. In order to build the road, people had to change something in the physical environment. They needed to move the dirt on the ground to make it flat. When they moved the ground to build the road, they changed the physical environment."

- Point to the sentence frame on the board.

T: "Let's read this together. Ready, 1, 2, 3."

S: People changed the physical environment by _____ to _____.

T: "Great! Let's use the example of the road to fill in this sentence. We would say 'People changed the physical environment by moving dirt to build a road. Let's try it together on three. 1, 2, 3."

S: People changed the physical environment by moving dirt to build a road.

T: "Let's look at our list of things that are part of the physical environment. Do you see if anything we listed has changed between these pictures? What else did people build or add? Look at this building here." Point to a building in the current picture of the

community. **“Before they could build this building, people had to change the physical environment by digging a hole in the ground.”** Point to the sentence frame. **“People changed the physical environment by digging a hole to build a building. Now let’s try saying that together. Ready, 1, 2, 3.”**

S: People changed the physical environment by digging a hole to build a building.

T: Point to a picture of a rocks, hills, trees or something else that had to be moved in the before picture of the community. **“Look at these rocks in the picture of what our community used to look like. Now there is a field where the rocks used to be. In order to build the field, what did people have to change about the physical environment? When I snap my fingers, I want you to turn and talk with a partner about what people had to change about the physical environment to build the field. I will count to 5 while you talk and when you hear “5” stop and look up here. Ready?”**

- Snap your fingers. Slowly count to 5 while students are talking with their partners.

T: “Who can raise their hand and tell us what people had to change about the physical environment to build the field.”

- Call on a student to answer

S: Move the rocks.

T: “Yes, People changed the physical environment by moving rocks to build a field. Let’s all say that together. Ready, 1, 2, 3.”

S: People changed the physical environment by moving rocks to build a field.

T: “Everyone look at our list of things in the physical environment again. Now look at the pictures of our community. What else have people changed about the physical environment in our community?”

- Call on students to answer. If a student does not mention what changed about the physical environment, have the class first discuss it with a partner (like the rocks above), then call on a student to answer. Be sure to use the sentence frame after each example.

Guided Practice: (5 minutes)

T: “We are going to practice telling our partners some of the ways people have changed the physical environment in our community.”

Use the Modeling Cycle

Teacher Does:

T: “As the teacher, I’m going to ask, ‘What is a way that people have changed the physical environment?’ You will all think of some way that people have changed the physical environment. Point to the sentence frames as you say this “Using these sentence frames, Partner 1 is going to say the sentences to Partner 2. ‘People have changed the physical environment by _____ to _____.’ Then Partner 2 is going to say the sentences to Partner 1, filling in the blanks with something else that has changed. For example ‘People changed the physical environment by cutting down trees to build a house.’ As the teacher, I will then ask the question again ‘What is a way that people have changed the physical environment?’ You will have to think of another way people have changed the physical environment and tell your partner.”

Teacher Does with Student:

- Call up a student to help you model.

T: “As the teacher, I’m going to ask, ‘What is a way that people have changed the physical environment?’ I will be Partner 1 and this student is Partner 2.”

T: “People changed the physical environment by draining the marsh to build a baseball field.”

S: People changed the physical environment by moving a stream to build a road.

T: “As the teacher, I will then ask again, “What is a way that people have changed the physical environment?” You need to think of something else that you like. This time, partner 2 will go first and partner 1 will go second.”

S: People changed the physical environment by flattening a hill to build a house.

T: “People changed the physical environment by planting new trees to make shade.”

Two Students Do:

- Call up two students to help you model.

T: “Remember, as the teacher, I will ask ‘What is a way that people have changed the physical environment?’”

S1: People changed the physical environment by moving dirt to build a road.

S2: People changed the physical environment by cutting down trees to build a school.

T: "What is a way that people have changed the physical environment?"

S2: People changed the physical environment by digging a hole to build a fence.

S1: People changed the physical environment by tilling the ground to plant a garden.

All Students Practice:

- Assign students a partner and have them determine who is Partner 1 and who is Partner 2.

T: "What is a way that people have changed the physical environment?"

S1: People changed the physical environment by _____ to _____.

S2: People changed the physical environment by _____ to _____.

T: "Now remember partner 2 goes first this time. What is a way that people have changed the physical environment?"

S2: People changed the physical environment by _____ to _____.

S1: People changed the physical environment by _____ to _____.

- Repeat the activity a 3-4 more times as a class.

Independent Practice: (10 minutes)

Use the Modeling Cycle

Teacher Does:

T: "Now you are all going to draw pictures and write about ways that people have changed the physical environment. After that, we will share them with a partner using the sentences we just practiced."

- Put a copy of the student paper under the document camera.

T: "Look at this first box here. First I'm going to think of something people built or added. I will write what it is here and draw a picture below."

- Show the students how to fill in the first box.

T: "Now I will think about how building this changed the physical environment. I'm going to filling in the sentence frame right here and draw a sentence below. "

- Show the students how to filling in the sentence frame.

T: "See these next 2 rows of rectangles? I will do the same thing here until I have filled out the entire paper."

Teacher Does with Student:

- Call a student up to the front. Give the student the student sheet and place it under the document camera.

T: "(Student's name) is going to write and draw a picture of something people added or built in our community. Then in the second rectangle (student's name) will fill in the sentence frame and draw a picture."

- Have the student start drawing.

T: "Do you see how he/she is filling out the paper? I will be walking around to make sure everyone is working. Try to think of new ideas. Don't just copy what we've already drawn on the board."

All Students Practice:

- Pass out copies of the student sheet and have students work on them independently at their desks. Walk around checking student's work.
- Give the students about 5 minutes to complete the activity silently. Use your attention getting signal to get the attention of the students.

T: "Now we're going to share our ideas with our partners."

Teacher Does:

T: "Partner 1 will ask 'What is a way that people have changed the physical environment?' Now let's pretend I'm partner 2. Partner 2 will look at the first thing they wrote about and answer 'People changed the physical environment by _____ to _____.'"

T: "Then it will be partner 2's turn to ask the question 'What is a way that people have changed the physical environment?' Partner 1 will point to his/her paper and answer."

Teacher Does with Student:

- Call up a student to be your partner. Have the student bring his/her paper.

T: "What is a way that people have changed the physical environment?"

Student points to a picture on his/her paper.

S: People changed the physical environment by _____ to _____.

S: What is a way that people have changed the physical environment?

T: "People changed the physical environment by _____ to _____."

Two Students Do:

- Call up two students to model. Have them bring their papers.

S1: What is a way that people have changed the physical environment?

Student 2 points to a picture on his/her paper and reads the sentences.

S2: What is a way that people have changed the physical environment?

Student 1 points to a picture on his/her paper and reads the sentences.

All Students Practice:

T: "Now you are all going to practice with your partners. When I count to three, you are all going to start working with your partners. One, two, three."

- Walk around and ensure students are staying in the target language, using the sentence frame.

Closing: (2 minute)

- Collect all the pictures and call the students back together.

T: "Remember what we said we were going to learn about today. I can identify ways that people have changed the physical environment in our community by describing the changes to a partner and on a worksheet. Let's say this together again."

- Point to the objective as you read it together.

S: I can identify ways that people have changed the physical environment in our community by describing the changes to a partner and on a worksheet.

T: "Great. When I count to three, I want you to turn to your partners and tell them what you learned to identify. One, two, three."

S: ways that people have changed the physical environment in our community

T: "Great! Now when I count to three, I want you to turn to your partners and tell them how you showed that you could identify these changes. One, two, three."

S: By describing them to a partner and on a worksheet.

T: "Okay, by the raise of hands, who can tell me how you showed that you could identify changes in the physical environment?"

- Select a student.

S: By describing them to a partner and on a worksheet.

T: "Great job! Raise your hand if you learned about ways that the physical environment in our community has changed. If you can't think of any, keep your hand down."

- Analyze the students with their hands up or down to see who might need some more help.

T: "When you go home tonight, I want you to look at the community where your house or apartment is. Think... do you think it looked differently years ago? What do you think changed in the physical environment to make it look like it does today? Tell your families your thoughts and observations!"

Assessment:

Walk around while students are speaking with partners to see if they are describing ways the physical environment was changed. Collect the students' worksheets to see if they correctly drew and filled in the sentences.

Extra Ideas:

- Take the students on a walk to look at the physical environment in their community and discuss ways it has changed.

Name: _____

Changes in My Community

What people added or built	How it changed the physical environment
1. _____	1. People changed the physical environment by _____ to _____.
2. _____	1. People changed the physical environment by _____ to _____.
3. _____	3. People changed the physical environment by _____ to _____.

