# Sample Grade 4 Science Lesson Plan
## Using 3 Moments In a Lesson
### To support Long-Term English Language Learners
*Bold faced words indicate supports embedded within task.*

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| **Standard 4-ESS3-1 Earth and Human Activity:** Students will obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. | |
| **PREPARING LEARNERS** | |
| Graffiti Poster | In groups of 4, students record everything they know about forms of energy people use that come from natural resources and what they would like to learn. |
| Whip-Around | Each student shares one thing from the graffiti poster (they may share their own or another student's writing). |
| Video | Teacher plays energy video using **closed-captioning** and stopping to model how students can record information in double-entry journal titled *Term, Definition*<br><br>Video Option 1: Brain POP Energy video<br>Video Option 2: https://energy.gov/eere/education/eere-energy-101-video-series |
| **INTERACTING WITH THE TEXT/CONTENT** | |
| Collaborative Group Work | Teacher and class create **anchor chart** on the forms of energy using the acronym MELTS (**M**echanical, **E**lectrical, **L**ight, **T**hermal, and **S**ound). Groups create anchor chart segment about one type of energy they investigated. Then share out whole group.<br>Teacher assigns one of the 5 energy forms to each group of 4. Groups collaborate using discourse frame: _____ is a renewable/nonrenewable resource that is derived (comes) from _____. This energy aids human energy needs by _____. Sentences are recorded on sentence strips.<br>Groups present to the class and attach sentence strip to anchor chart. |
| **EXTENDING UNDERSTANDING** | |
| Double-Entry Journal | Individuals add an additional column in double-entry titled "*Example*" .<br><br>Individuals must identify a new example of each form of energy. Individuals identify how the use of one type of renewable/nonrenewable fuel renewable affects the environment in a negative(harmful) or positive(helpful) way.<br><br>Examples: loss of habitat due to dams, air pollution from burning fossil fuels, uses up $CO_2$ |