# LESSON PLAN for ELL Students with Special Needs

By Maranda Turner

**Grade/Class/Subject:** fifth grade earth and space science class

**Unit/Theme:** Impact of the sun on Earth (i.e. weather, plants, climate, etc)

**Standards:**
- **Oregon Fifth Grade Science Standard:** 5.2E.1 Explain how the energy from the sun affects Earth’s weather and climate.
- **Oregon Fifth Grade English Language Arts Standard:** EL.05.RE.22 Identify key facts and information after reading several passages or articles on the same topic.
- **Oregon Fifth Grade English Language Proficiency Standard Considerations for EL.05.RE.22:**
  - **Advanced** Identifies key facts and information using several passages and articles on the same topic from different sources with teacher support.
  - **Early Advanced** Identifies key facts and information using several passages and articles on the same topic.
  - **Intermediate** Identifies key facts and information using several passages on the same topic.
  - **Early Intermediate** Identifies key facts using several passages on a familiar topic.
  - **Beginning** Defines and identifies key facts using a familiar sentence.

**IEP Goal(s):** Given a grade level text on a specific topic with the specific key ideas highlighted, STUDENT will be able to identify two key facts from an informational passage as measured by completion of a checklist by the teacher (after teacher observation) with 80 percent accuracy in 4 out of 5 consecutive trials.

**Content Objective(s):** (Will student’s instructional target be based on grade level standards and/or on their current level of proficiency?)

Student instructional target will be based on grade level standard; considerations will be made for instruction based on the level of proficiency of the student. (see Oregon Fifth Grade English Language Proficiency Standard Considerations in Standards box.)

**Language Objective(s):** (What vocabulary and/or language structures used in activities need to be taught prior to main lesson?)

Students will need instruction in the following language structures:
- cause and effect structures, specifically: 1. *given that* 2. *due to the fact that* 3. *because/so/since.* (i.e. Given that the Earth receives more direct sunlight at the equator, the climate is hotter and drier. The weather at the equator is drier than at the North Pole due to the fact that the Earth receives more sunlight at the equator. The weather is dry at the equator because that is where the Earth gets the most sun.)
- comparative adjectives, specifically: 1. *adjectives ending in –er* (i.e. warmer/colder) 2. *adjectives with more or less* (i.e. more rain/less rain) 3. *irregular comparative adjectives* (i.e. far – farther/further)

**Cultural Connection(s):** (How can lesson goal be linked to examples from home culture and life experiences?)

Discuss with students stories told about the sun in other cultures, such as *Coyote Steals the Sun and the Moon, The Sun Snarer,* or *The Sun and The Moon.*

Ask students how the sun and it’s impact on the Earth are accounted for in their heritage culture. (i.e. legends, myths, stories, cultural festivals or celebrations, etc)
### Key Vocabulary for Learning Activities
(What are the high frequency, general/academic, technical/specialized, and low frequency vocabulary words needed?)

| High frequency: cause and effect: because/so/since |
| High frequency: comparative adjectives: wet/dry/hot/cold/etc |
| Specialized: Earth, weather/climate, plant life |
| Low frequency: impact |

### Key Vocabulary for Teacher’s Instruction
(What are the high frequency, general/academic, technical/specialized, and low frequency vocabulary words needed?)

| High frequency: read aloud, refer back to solution, demonstrate, clarify |

| Low frequency: |

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### Materials
(What are the student’s needs for low and high tech assistive technology and other supports?)

In addition to the grade level text on the subject, students may need access to: copies of text with appropriate portions highlighted or removed, texts at a lower level of linguistic complexity, cloze passages using key concepts/vocabulary, computer with internet access (to complete any additional research as necessary), input charts or other graphic organizers to visually illustrate the sun’s impact on the Earth, vocabulary review games (such as index cards, etc), time to work with partners to read or review.

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### Grouping Options
- [ ] Whole class
- [x] Small groups
- [x] Partners
- [x] Independent

### Assessment
- [x] Individual
- [x] Group
- [x] Written
- [x] Oral