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SST 309-03
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Vocabulary Assignment

Lithosphere:

Step One of Building Academic Vocabulary: Description

Teacher-Talk: “What is below your feet?” (Students will say floor, ground, etc. I will tell them to keep giving me answers until someone says something along the lines of rocks or rock layers.) “Yes, under our feet are layers of rocks. Let’s look at this website to give us some further information about rocks. (Students will watch the video) “What word did you see that explains the rock layers 100 km thick?” (Students will answer lithosphere) “Let’s all say lithosphere together a couple of times.” (Class and I will say the word lithosphere) “Good, now let me explain what exactly the lithosphere is. It’s the rock layers that make up the outer most part of Earth’s surface.” (Teacher will draw a circle on the board and label the line of the circle and a portion of the inside of the circle, 100 km, as the lithosphere) “That portion is the lithosphere.”

<http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/lithosphere-hydrosphere-atmosphere.htm>

Step Two of Building Academic Vocabulary: Restate

Teacher-Talk: “Now that I have introduced you to the term lithosphere, I want you to describe the term in your own words to your classmates by writing on a 3x5 notecard. Then, after you’ve finished, switch notecards with someone around you and read each other’s explanations.”

Step Three of Building Academic Vocabulary: Nonlinguistic Representation

Teacher-Talk: “Once you’ve finished reading your classmates’ notecard, I want you to draw something that represents the term lithosphere. Draw something that’s going to help you remember the term. Complete this on the backside of your 3x5 notecard.”

Desertification:

Step One of Building Academic Vocabulary: Description

Teacher-Talk: “What do you see in this picture?” (The teacher will list the things all the students say on a whiteboard/chalkboard.) “Is there many plants in this picture?” (Students should respond saying no.) “This picture reminds me of the desert and today’s word is desertification. This means that land that was once capable of having vegetation no longer can. As you see in the picture, the ground is very dry and contains little nutrients. There are multiple reasons as to why desertification takes place.”



Step Two of Building Academic Vocabulary: Restate

Teacher-Talk: “Now that I have introduced you to the term desertification, I want you to write the term in your journal and then explain it as if you were teaching it to an alien who is unaware of deserts.

Step Three of Building Academic Vocabulary: Nonlinguistic Representation

Teacher-Talk: “Once you’ve finished writing in your journal, I want you to draw something that represents the term desertification. Draw something that’s going to help you remember the term. Complete this in your journal.”

Volcanoes:

Step One of Building Academic Vocabulary: Description

Teacher-Talk: “Okay, I’m going to show you a short video. Get out a piece of paper and as you’re watching the video, write down at least five things you read/see.” (Students will watch the video.) “What do you think the video was trying to tell you about? How could you tell?” (Teacher and students will discuss the video and what they saw.) “Volcanoes are openings in Earth’s surface that releases magma at certain times. As you saw in the video, it can do much damage to the surrounding environment.”

<https://www.youtube.com/watch?v=Be7o6BYVOzA>

Step Two of Building Academic Vocabulary: Restate

Teacher-Talk: “Now that I have introduced you to volcanoes, I want you to write down information about volcanoes in your own words. Continue this on the sheet of paper that you took notes on.”

Step Three of Building Academic Vocabulary: Nonlinguistic Representation

Teacher-Talk: “Once you’ve finished, I want you to draw something that represents volcanoes. Draw something that’s going to help you remember the term. Complete this on your sheet of paper.” (Have some students show their pictures to the class.)

Dams:

Step One of Building Academic Vocabulary: Description

Teacher-Talk: “Imagine that you were standing right in this picture as a journalist. In your journal, write down a description of this picture based on your five senses.”

(Students will write down a description in their journal and then the teacher will facilitate a discussion about the dam.) “This is the Three Gorges Dam in China. As you can see, it is man-made and very complex. It controls the water going through this particular area.”



Step Two of Building Academic Vocabulary: Restate

Teacher-Talk: “Now that I have introduced you to the term dam, I want you to describe the term in your own words to your classmates by writing on a 3x5 notecard. Then, after you’ve finished, switch notecards with someone around you and read each other’s explanations.”

Step Three of Building Academic Vocabulary: Nonlinguistic Representation

Teacher-Talk: “Once you’ve finished reading your classmates’ notecard, I want you to draw something that represents the term dam. Draw something that’s going to help you remember the term. Complete this on the backside of your 3x5 notecard.”

Tsunami:

Step One of Building Academic Vocabulary: Description

Teacher-Talk: “I want everyone to watch this video very closely and answer these questions during/after the video in your journal. What does tsunami mean in Japanese? What causes a tsunami? Why are tsunamis so large in height toward land? What are your reactions/emotions after seeing it destroy communities?” (Students will watch the video and then they will discuss the questions together as a class.)

<http://www.neok12.com/video/Natural-Disasters/zX53095a467b677a5e0c7e0a.htm>

Step Two of Building Academic Vocabulary: Restate

Teacher-Talk: “Now that I have introduced you to tsunamis, I want you to write the term in your journal and then explain it using the answers to the questions we discussed while using your own words.

Step Three of Building Academic Vocabulary: Nonlinguistic Representation

Teacher-Talk: “Once you’ve finished writing in your journal, I want you to draw something that represents the term tsunami. Draw something that’s going to help you remember the term. Complete this in your journal.”

Step Four of Building Academic Vocabulary: Activities

Teacher-Talk: “With a partner, I want everyone to complete the word scrambler worksheet. In addition to that, I want you to fill out the “similarities and differences” chart. For this part, you and your partner should find two words that are somewhat similar to each other. Hint: there should be four pairs with similarities. Then I want you and your partner to discuss how the word pairs are different as well. Make sure you and your partner work together and have a quality conversation about the vocabulary words.” (Students will partner and work on the two activities.)

Activity worksheet is on next page

Step Five of Building Academic Vocabulary: Student Discussion

Students will participate in discussions when completing the activities for step four. They have also shared their explanations of certain words during step two.

Step Six of Building Academic Vocabulary: Games

Teacher-Talk: “Now that you have learned more about the vocabulary words, I want to challenge you all! From the five words we have discussed, I’m going to form groups of students and have each group make a skit using three of the five words. Really try to think about the “similarities and differences” chart you filled out in order for your skit to make sense. Be creative as you can and I want everyone involved in the skit. I’ll give you ten minutes to prepare and then each group will share their skit with the class.” (The teacher will form groups of 3-4 students. In addition, the teacher will assign a combination of three words to each group.)

Word Scramble

	Scramble	Answer
1	oftseientidraic	
2	tsnimau	
3	hrheieotpls	
4	smda	
5	ocsoaelvn	

“Similarities and Differences” Chart

Word Pairs	Similarities	Differences

Citation Page

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