Agriculture, Industry and Natural Resources

Name: Breanna Wisnor Grade: 3

Topic: Agriculture, industry and natural resource Coop’s Initials:

Time Frame: 25-30 minutes

1. OHIO ACADEMIC CONTENT STANDARD – Geography: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

2. CENTRAL FOCUS: Definition and descriptions of agriculture, industry and natural resources in different communities.

3. OBJECTIVES

Student will be able to:

 + define and describe agriculture, industry and natural resources and how they differ depending on the community.

4. LESSON SUMMARY: I will provide direct instruction using a variety of methods. As students enter the room, they will use the SmartBoard to slide one picture depicting agriculture, industry or natural resources under the correct heading. After introducing the lesson, I will use a Prezi presentation to define and describe key terms. I will use a PowerPoint with examples to connect to students’ personal experiences by using examples from their local community. With the remaining time, we will look at the picture chart from the introduction of the lesson and decide if any pictures should be moved. As students exit the room, they can choose to either keep their picture where it was or move it under a new heading. Students will explain their reasoning. Having a basic understanding of each term will help students when researching articles during the next class session.

5. RESOURCES/MATERIALS:

SmartBoard

 Interactive White Board activity with pictures and 3-column chart

 Prezi presentation

 PowerPoint presentation

Assessment Checklist

6. ACADEMIC LANGUAGE

Agriculture: the growing of crops and the raising of farm animals for sale.

Industry: producing and selling goods.

Natural Resource: something from nature that people can use; such as trees, water, oil

7. PROCEDURES:

a. READINESS (ENGAGEMENT)

1. Because students switch classes for social studies, they will be coming in from the classroom across the hall.

2. I will gather students in front of the door.

3. *I need everyone to listen carefully because we are going to do things a little differently than what you might be used to. We are going to enter the classroom one by one. As you enter, you will notice there is a chart labeled agriculture, industry and natural resource on the SmartBoard. There are also pictures next to the chart. Each picture falls under one of the three categories on the board. When you come in, select a picture, drag it under the heading you think best describes it and quietly sit down (technology integration). Are there any questions?*

4. As students do this, I will informally assess their responses (see 7.d.i.)

5. If there are any pictures left, we will decide where to put them as a class.

6. *Let’s see what we thought. Under agriculture we had… Under industry we listed… Under natural resources we put…*

*7. Looking at our responses, are there any pictures you think might be under the wrong heading? If so, what should we move around and why? (*allow students time to make corrections if necessary)

*8. Great job! Now we are going to learn what agriculture, industry and natural resources are and what they look like in different communities, including Bowling Green!*

9. This will connect to previous lessons because students recently learned about differences between rural, urban and suburban communities.

\*Screenshot of SmartBoard is attached following this lesson

b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

1. I will then open the Prezi Presentation and use the definitions and key words to explain each term. I will also ask the questions that accompany each slide.

\*A screenshot of the Prezi is attached following this lesson

2. *Have you noticed any of these examples of* ***agriculture*** *in Bowling Green?* (I have seen farmers plowing. I have seen them planting seeds.)

3. *Have you seen any of these examples of* ***industry*** *in Bowling Green?* (My mom gets gas from Speedway. We dad works in a factory.)

*4. Do we have these* ***natural resources*** *in Bowling Green?* (Yes! We have air, sunlight, wood and water in BG)

*5. What are some examples of* ***agriculture, industry and natural resources*** *in Bowling Green?* (farms, businesses, wind)

6. I will then move to the PowerPoint Presentation and use the information on each slide to prompt my explanations of what agriculture, industry and natural resources look like in Bowling Green and how they are different in New York City.

\*A print out of the slides is attached following this lesson

7. *How are* ***agriculture, industry and natural resources influenced by the community****?* (different communities have different resources depending on their location. This affects the agriculture, industry and natural resources in that area).

c. CLOSURE

1. *Now that we know more about what* ***agriculture, industry and natural resources*** *are and what they look like, let’s take a look at the SmartBoard activity we did at the beginning of class.*

*2. Knowing what we know now, are there any pictures we should move to a different heading?*

3. Allow students to lead this activity by provide prompts and guide students in the right direction.

4. Make sure all pictures are where they need to be (see 7. d. ii.)

5. *This looks great!*

6. Point out a few challenging pictures and ask students to explain why it falls under that heading.

7. *All the other pictures under agriculture have pictures of plants, but this is a picture of animals. Why is this an example of* ***agriculture****?* (because agriculture is raising plants AND animals). *You guys are so smart!*

8. *Pisanello’s isn’t a factory. It’s a pizza shop! How is this an example of* ***industry****?* (Because they are producing and selling pizza). Excellent!

9. *Why are wind turbines considered a* ***natural resource****?* (Because they use wind to create power) *Nice explanation!*

10. *Thank you guys for being an excellent class today. The next time we meet, we will be working in pairs to read more about agriculture, industry and natural resources. Great job today, everyone! Continue to be good listeners and learners throughout the day!*

d. ASSESSMENT (EVALUATE)

i. I will use the responses from the enter/exit activity to informally assess my students. I will observe speed and accuracy of student responses and use this knowledge to determine how thorough I must be during the direct instruction portion. If the majority of the students seem to have a strong understanding, I will use student responses to help guide instruction. If the majority seems to struggle, I will slow down the pace of my teaching and be sure to explain each concept in detail.

ii. I will use the response from the enter/exit activity to informally assess my students. I will observe their ability to respond with appropriate elaborations and detail to explain their reasoning. I will use their responses to help me determine if the objectives of the day were met.

\*See attached checklist

8. DIFFERENTIATION

This lesson is mainly a direct teaching unit. I will include visual images, words and verbal explanations. I will engage students with an opening and closing activity and questions throughout. For this reason, this lesson does not require any differentiations. I will, however, modify the opening activity for my ESL student.

9. LANGUAGE ARTS INTEGRATION

 If you have included a LA integration in your lesson, give the details.

 1. LA Strand: Speaking and Listening

 2. Topic: Comprehension and Collaboration

3. Standard Statement: CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

In this lesson, students will be expected to listen and apply the knowledge they obtain to answer questions with appropriate elaboration and detail. Students should also be able to ask meaningful questions related to the topic of agriculture, industry and natural resources.

10. ENRICHMENT

\*Tour Bowling Green and note various examples of agriculture, industry and natural resources.

\*Write to a pen pal from an urban community or another country and discover by comparing and contrasting how location and availability of resources affects agriculture, industry and natural resources.

Agriculture, Industry and Natural Resources

Name: Breanna Wisnor Grade: 3

Topic: Agriculture, industry and natural resource Coop’s Initials:

Time Frame: 25-30 minutes

1. OHIO ACADEMIC CONTENT STANDARD – Geography: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

2. CENTRAL FOCUS: Read and take notes on definitions and important information regarding agriculture, industry or natural resources.

3. OBJECTIVES

Student will be able to:

 + define, describe and give details about important information regarding agriculture, industry or natural resources and how they differ depending on the community.

4. LESSON SUMMARY: To connect to the previous lesson, I will have the students’ SmartBoard activity up when they walk in. This will help recall previous information. We will then learn a fun fact about agriculture. Next, students will be further examining the terms agriculture, industry and natural resources by working in pairs to read differentiated articles about their assigned topic. They will record notes in their research journals. Students will gather enough information to share with their group members for the next class session.

5. RESOURCES/MATERIALS:

SmartBoard

 Interactive White Board activity with pictures and 3-column chart

 Agriculture Fun fact slides

9 Differentiated reading articles for each term.

(3 agriculture, 3 industry, 3 natural resources-low, middle, high for each term)

Writing Utensils-pencils and highlighters (students supply)

Research journals

Chrome books

Textbooks (Students supply)

Books (from supplemental reading list)

Journal rubric (use after grading)

6. ACADEMIC LANGUAGE

Agriculture: the growing of crops and the raising of farm animals for sale.

Industry: producing and selling goods.

Natural Resource: something from nature that people can use; such as trees, water, oil

7. PROCEDURES:

a. READINESS (ENGAGEMENT)

1. *Good afternoon, students! Today will be our first day of research. I need you to all pay close attention because we have a lot to accomplish!*

*2. Let’s take a look at the SmartBoard activity we did last class.*

*3. Looking at the pictures, can anyone remind me of the definition of* ***agriculture****?* (growing crops and raising farm animals)

*4. Who remembers the definition of* ***industry****?* (making and selling things)

*5. Can anyone tell me the definition of* ***natural resources****?* (nature things people use)

*6. Great job, guys! I want to remember these definitions and examples. They will help you when you’re researching.*

*7. Now I have a fun fact for you about agriculture!* Read the fun fact slides

\*See attached fun fact sheet following this lesson

8. This will connect to previous lessons because students will be using the definitions and descriptions they learned during the previous direct teaching lesson while doing their research.

b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

1. *For this research project, you will be working in small groups to learn more about either* ***agriculture, industry OR natural resources.*** *Today, you will be working with one of your group members. You will be reading an article about your topic and take notes. Make sure that you are gathering as much information as possible because tomorrow you will be sharing what you and your partner learned with your other group members. Next week, you will be presenting everything your group learned about your topic to the entire class.*

2. I will pass out student research journals. Each journal will be organized by group and partners will be next to each other.

3. Each journal will be bound and include a cover page with topic and student name, differentiated reading article with key parts highlighted, 10 sheets of note paper and study guides to complete the day of the presentations; these can also be used to determine important facts to include during presentations.

4. *Today we are going to be working in our research journals. When you open your journal, you will see an article with highlighting on it. Use the highlighting to help you organize your notes. Following the article, there is notebook paper for you to start taking notes. On the notebook paper, there will be a note from me telling you what to include in your notes. (*\*See attached rubric for student journal expectations*) Write down important information you want to share with your group for the next class session. Remember that you will eventually be sharing this with the class so do your very best!*

*5. Studying* ***Agriculture****, Eddie and Dan, please come get your journals, find somewhere to sit and start reading. Ian and Amani, come get your journals and start reading. Jack, Nora and Sammy, please come get your journals and start reading.*

*6. Studying* ***industry,*** *Skyler and Adrianna, come get your journals and start reading. Devon and Gunner, come get your journals and start reading. Felicia and Brandon, come get your journals and start reading.*

*7. Studying* ***natural resources,*** *Bianca and Selena, come get your journals and start reading. Bridget and Alex, come get your journals and start reading. Kiara and Mohammed, come get your journals and start reading.*

*\**Groupings explained in differentiation

\*Articles are attached following this lesson

8. As students read, I will walk around and make sure everyone is staying on task.

9. If students finish early, I will direct them to pages in their textbook, give them books related to their topic and a chrome book to do further research.

c. CLOSURE

1. *If the cover of your journal is red, you were reading about agriculture. Everyone in the agriculture group, please come sit over here.*

*2. If the cover of your journal is green, you were reading about natural resources. Everyone in the natural resources group, please come sit over here.*

*3. If the cover of your journal is blue, you were reading about industry. Everyone in the industry group, please come sit over here.*

*4. Next week, we will be sharing all of your information in your journals with your group but right now, I just want each reading pair to share one or two interesting facts you learned from your reading.*

5. While students do this, I will walk around and make sure everyone stays on task. If students need prompting, I will help them select facts to share from their journals.

6. *Thank you guys for being such great researchers today! As you leave, I will stand at the door and collect your journals. Over the weekend, I will read through your journals and add comments to help you when gathering information with your group next week. Enjoy the rest of your day!*

d. ASSESSMENT (EVALUATE)

1. I will collect their journals to make sure students completed the assigned note taking task. I will leave comments and add supplemental information to make sure students are prepared to share the most important information with their groups and the class.

\*See attached rubric

8. DIFFERENTIATION

This lesson is differentiated by reading levels. Students are paired with other students who are at a similar reading level. Groups have been created based on reading levels determined by AIMS Web scores. I also used the social studies pre-assessment results to group students based on their previous level of understanding on the topic. In each group, there are 2 low level readers, 2 middle level readers and 2 high level readers. Students are reading with students partners at their reading level. Once in the larger group, there are varying levels to make sure each group is able to deliver a strong presentation with varying information. By grouping students this way, students will be able to help each other learn.

9. LANGUAGE ARTS INTEGRATION

 If you have included a LA integration in your lesson, give the details.

 1. LA Strand: Writing

 2. Topic: Text Types and Purposes

3. Standard Statement: CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details

In this lesson, students will be recording important information from a reading article. Students will be expected to include facts, definitions and details in their writing.

10. ENRICHMENT

\*Gather information from the internet on agriculture, industry and natural resources. Students will have to determine on their own what important, relevant information to include is.

Agriculture, Industry and Natural Resources

Name: Breanna Wisnor Grade: 3

Topic: Agriculture, industry and natural resource Coop’s Initials:

Time Frame: 25-30 minutes

1. OHIO ACADEMIC CONTENT STANDARD – Geography: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

2. CENTRAL FOCUS: Collaborate with peers to prepare a presentation on agriculture, industry or natural resources.

3. OBJECTIVES

Student will be able to:

 +explain how agriculture, industry or natural resources affect daily life and how it differs per community.

4. LESSON SUMMARY: After a quick review and fact of the day about industry, students will work in groups. Each student will share main ideas from their research journals. Group members will collaborate by taking on different roles. Students will prepare a tri-fold board to present during the following class session.

5. RESOURCES/MATERIALS:

SmartBoard (fact of the day)

Tri-fold boards

Printed pictures relating to topic

Art supplies (markers, glue sticks, colored paper)

Writing Utensils-pencils and highlighters (students supply)

Research journals (with all materials and teacher comments)

Chrome books

Textbooks (Students supply)

Books (from supplemental reading list)

List of things to include on the board

Board Grading Rubric (to be used after the lesson)

6. ACADEMIC LANGUAGE

Agriculture: the growing of crops and the raising of farm animals for sale.

Industry: producing and selling goods.

Natural Resource: something from nature that people can use; such as trees, water, oil

7. PROCEDURES:

a. READINESS (ENGAGEMENT)

1. As students walk in, I will hand them their research journals.

2. *Good afternoon, students! I need you to all pay close attention because we have a lot to accomplish, today. Today we will be compiling our research projects.*

*3. First, let’s start out with our fact of the day. Our fact today is about industry.* Read the fun fact slides.

\*See attached fun fact sheet following this lesson

4. *Before we split into groups, can I have one person from the agriculture group share one fact from their journal?* (Cornfields in Bowling Green are an example of agriculture)

*5. Yes, they are! Since we already had a fun fact about industry today, can I have one person from the natural resource group share one interesting fact from their journal?* (In BG, the windmills are a natural resource because they use the wind for energy)

*6. That is awesome! Let’s get going on our projects.*

8. This will connect to previous lessons because students will be using their information from their journals to collaborate with their peers and prepare their presentations.

b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

1. *Around the room, you will see trifold boards with your topic on them. At each work station, there is also all the materials that you will need to complete your work today.*

*2. While in your groups, you will choose a specific role so that you can accomplish everything on time. When you get to your work station, read the descriptions of the jobs and choose your role. You will need to get to work right away. I will be walking around while you work. Raise your hand if you have any questions. Does anyone have any questions before we start?* (answer questions) *Let’s get to work!*

*\**See attached handout (job descriptions)

3. As students work, I will walk around and assist. Students may have questions regarding what to do. I will address these questions as they arise.

4. Five minutes before class ends, I will instruct students to clean up.

\*See attached board requirement list

c. CLOSURE

1. As students clean up, we will do a quick review.

2. *Agriculture group, share one new thing you learned today!* (Agriculture includes farm animals too)

3. *Industry group, what is one new thing you learned today? (*If people grow food and sell it, that is industry).

4. *Natural resources, let me hear one new thing you learned today. (*Aluminum is a natural resource)

3. *Great job today everyone! Leave your journals on your desk. I will collect them and hand them back to you during our next class so that you can take notes during presentations. Come prepared to present! Enjoy the rest of your day!*

d. ASSESSMENT (EVALUATE)

i. I will collect the role description sheet from each group. I will use this to assess how each member contributed.

ii. I will examine the tri-fold boards students completed to make sure all necessary parts are included. If students did not finish, I will give them time before presentations to finish their work.
\*See attached board rubric

8. DIFFERENTIATION

This lesson is differentiated by reading levels. Groups have been created based on reading levels determined by AIMS Web scores. I also used the social studies pre-assessment results to group students based on their previous level of understanding on the topic. In each group, there are 2 low level readers, 2 middle level readers and 2 high level readers. There are varying levels to make sure each group is able to deliver a strong presentation with varying information. By grouping students this way, students will be able to help each other learn.

9. LANGUAGE ARTS INTEGRATION

 If you have included a LA integration in your lesson, give the details.

 1. LA Strand: Writing

2. Topic: Research to Build and Present Knowledge

3. Standard Statement: CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Students will be using previous information gathered from print and digital sources to record important information on specific topics. Students will have to sort facts into categories.

10. ENRICHMENT

\*Students could create PowerPoint presentations or find other presentation features such as video clips to explain their topic

Agriculture, Industry and Natural Resources

Name: Breanna Wisnor Grade: 3

Topic: Agriculture, industry and natural resource Coop’s Initials:

Time Frame: 25-30 minutes

1. OHIO ACADEMIC CONTENT STANDARD – Geography: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

2. CENTRAL FOCUS: Present information on agriculture, industry and natural resources.

3. OBJECTIVES

Student will be able to:

 + define and describe in detail how agriculture, industry or natural resources affect daily life and how they differ per community.

4. LESSON SUMMARY: To connect to the previous lesson, students will present the information they have gathered throughout the week. Students who are listening will fill out a study guide while listening to presentations. They can then use their study guides to help them review for the next day’s assessment.

5. RESOURCES/MATERIALS:

Tri-fold boards

Writing Utensils-pencils and highlighters (students supply)

Research journals (with study guides)

Grading rubric (for my use during presentations)

6. ACADEMIC LANGUAGE

Agriculture: the growing of crops and the raising of farm animals for sale.

Industry: producing and selling goods.

Natural Resource: something from nature that people can use; such as trees, water, oil

7. PROCEDURES:

a. READINESS (ENGAGEMENT)

1. As students enter the room, I will direct them to their work stations (tri-fold and necessary materials needed to finish working and finalize presentation).

2. *Before we begin adding our final touches, I wanted to share a fun natural resources fact with you!* Read the fun fact slides.

\*See attached fun fact sheet following this lesson.

3. *You have about 10 minutes to finish up your projects. If you are already done, fill out the study guide for your group’s topic so that you have it to study from for the test. You should also practice your presentation a few times to make sure everyone knows what is going on.*

*4. I will be walking around and answering questions. Raise your hand if you need anything and I will be over to help you out.*

*5. Go ahead and begin working! We will start presentations in about 10 minutes.*

8. This will connect to previous lessons because students will be applying the knowledge they learned to present the information to the class. All students will be learning more about each subtopic in detail.

b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

1. *Everyone, I need you to stop wherever you are and focus your attention to the front of the room. Can my* ***agriculture*** *group please come up. You are going to kick us off! Class, please open your research journals to the agriculture study guide page. It should be the first page after the note paper. Fill this out while the group is presenting. If you need help answering any of the questions, you may ask them questions at the end of their presentation. Go ahead and begin, Agriculture group! Remember the 3 D’s (define, describe and detail).*

2. Each presentation should last no more than 5 minutes.

3. *Nice work! Let’s give the agriculture group 3 claps (clap clap clap.)*

*4. Next,* ***industry*** *group…come on up! Class, please turn the page to the industry study guide page. Again, fill this out during the presentation. If you need help answering any of the questions, you may ask them questions at the end of the presentation. Industry group, you may begin! Remember to focus on the 3 D’s (define, describe and detail). (*group presents)

*5. Great job! Let’s give the industry group 3 claps (clap clap clap).*

*6. Last but not least,* ***natural resource*** *group, come up and get ready. Class, please turn the page to the natural resources study guide. Remember to fill this out during the presentation and ask any questions you have after they have finished. Natural resources, you’re on! Use the three D’s (define, describe and detail).* (group presents)

*7. Awesome! Let’s give the natural resource group 3 claps (clap clap clap).*

\*I will assess presentations using the rubric following this lesson.

c. CLOSURE

1. *Students, with the few minutes we have remaining, I want you to talk with those around you and make sure you have the right answers down for each study guide question. If you are having trouble, raise your hand and I will help you figure out the answer.*

2. As students talk with their peers to double check their study guide answers, I will walk around and collect tri-fold boards. I will answer any questions that arise.

6. *You all did an amazing job with this project. You should be proud of yourselves! You may take your journals home with you today so that you can review the material for the test. You do not need to study. Just look over your journal pages briefly before the test and you will do great! We will also be playing a review game before the assessment so you will be well prepared to do awesome on this test! Have a great day!*

d. ASSESSMENT (EVALUATE)

1. Using a rubric, I will grade the students during their presentations.

\*The rubric is included following this lesson.

8. DIFFERENTIATION

This lesson is differentiated by reading levels. Groups have been created based on reading levels determined by AIMS Web scores. I also used the social studies pre-assessment results to group students based on their previous level of understanding on the topic. In each group, there are 2 low level readers, 2 middle level readers and 2 high level readers. There are varying levels to make sure each group is able to deliver a strong presentation with varying information. By grouping students this way, students will be able to help each other learn.

I will modify the study guide activity by already having it completed for my ESL student. He is still emerging in terms of comprehending English. For this reason, I will complete his study guides so that he has something concrete to review for the assessment.

9. LANGUAGE ARTS INTEGRATION

 If you have included a LA integration in your lesson, give the details.

 1. LA Strand: Writing

2. Topic: Research to Build and Present Knowledge

3. Standard Statement: CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

In this lesson, students will be presenting short research projects that build upon the knowledge they have learned all week regarding agriculture, industry and natural resources.

10. ENRICHMENT

\*Students could present their research projects in various multi-genre/multi-intelligence ways such as making a movie, writing a poem, writing and performing a skit, writing a song, etcetera.

Agriculture, Industry and Natural Resources

Name: Breanna Wisnor Grade: 3

Topic: Agriculture, industry and natural resource Coop’s Initials:

Time Frame: 25-30 minutes

1. OHIO ACADEMIC CONTENT STANDARD – Geography: 5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

2. CENTRAL FOCUS: Review game and summative assessment

3. OBJECTIVES

Student will be able to:

 +use knowledge learned throughout the unit to review and complete a summative assessment.

4. LESSON SUMMARY: To connect to the previous lesson, students will review and be assessed on information they learned throughout the unit. After playing a 5-10 minute review game, students will take a summative assessment.

5. RESOURCES/MATERIALS:

List of review game questions (included in lesson plan)

Writing Utensils-pencils and highlighters (students supply)

Summative Unit test and rubric

6. ACADEMIC LANGUAGE

Agriculture: the growing of crops and the raising of farm animals for sale.

Industry: producing and selling goods.

Natural Resource: something from nature that people can use; such as trees, water, oil

7. PROCEDURES:

a. READINESS (ENGAGEMENT)

1. Once students are seated in their regular seats, I will divide the class in half for the review game.

2. To review, I will ask group 1 a question. Each team will get +1 for each correct response.

3. I will then ask group 2 a question. I will add one if they get the answer correct.

6. Any student in that group may choose to stand up and answer a question but once they stand up and answer, they are out (for right and wrong answers) and cannot answer any more questions. This is to help encourage active participation from all students. Students who are out will sit on their desks.

6. We will play this for about 5-10 minute. The first team to get to 5 points wins and gets… the satisfaction of knowing they won!

7. Questions for review:

 a. Define **agriculture** (raising of crops and farm animals for sale)

 b. Give one example of **agriculture** (growing corn)

c. How is **agriculture** in Bowling Green different from agriculture in urban communities? (We have more farmland)

d. Define **industry** (producing and selling goods)

e. Give one example of **industry** (people working on an assembly line)

f. How is **industry** in Bowling Green different from industry in urban communities? (we have smaller businesses and less factories in BG)

g. Define **natural resource** (something from nature people can use)

h. Give one example of a **natural resource** (wind)

i. Are **natural resources** in Bowling Green different from natural resources in urban communities? (We use a lot of the same resources but we sometimes use them differently because we have different needs depending on where we live)

j. How does **agriculture, industry OR natural resources** affect your daily life. Pick one and briefly explain.

8. After explaining these rules and playing the game, we will take the test.

9. This will connect to previous lessons because students will be applying the knowledge they learned throughout the unit to review and take the assessment.

b. FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

1. *You have all done a great job with this research project. I know you are going to do a great job on this test. If you have any questions, raise your hand. Remember to keep your eyes on your own paper and do not talk. If you talk during the test, I will assume you are cheating and you won’t be able to finish your test.*

2. I will then pass out the test.

3. I will sit at a separate table with my ESL student and my student who needs a reader. I will read the test to them. I will make modifications for my ESL student. (see differentiations).

\*Summative assessment and rubric are attached following this lesson

c. CLOSURE

1. I will collect the tests.
2. *Great job this week everyone. Enjoy the rest of your day! I will return our graded tests next class.*

d. ASSESSMENT (EVALUATE)

1. I will use a rubric to grade the tests.

\*The rubric is included following this lesson.

8. DIFFERENTIATION

I will differentiate the process of the assessment for my ESL student and my student on a 504. I will read the assessment to them. I will allow my ESL student to use his journal to complete the written portion of the assessment.

9. LANGUAGE ARTS INTEGRATION

 If you have included a LA integration in your lesson, give the details.

 1. LA Strand: Writing

2. Topic: Text Types and Purposes

3. Standard Statement: CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In this lesson, students will be writing about how agriculture, industry or natural resources affect their daily life. They will be writing an informative/explanatory extended response to examine the topic and convey their ideas and information clearly.

10. ENRICHMENT

\*Students could use their extended response from the assessment to write their own article about the importance of agriculture, industry or natural resources.