

Michelle Rech- Mandatory Assignment #4

I chose the middle school watershed task- Where Did the Water Go?: Watershed Study- Middle School Sample Classroom task.

Page	Literacy Strategy
4- Context(Before teaching)	I would use a KWL chart to identify what students know and what they are interested in.
4- Context(Before teaching)	I would have students read about watersheds to review what they should already know and to build background knowledge.
4- Context(Before teaching)	I would use the Frayer model to build vocabulary prior to beginning the unit of study.
4- Context(Before teaching)	Prior to reading the books about watersheds, I would use an anticipation guide to see what students opinions and views of watersheds are.
8- Task D Component	I would have students create their diagram on an iPad or computer to make it multimodal. A great app on the iPad is Showme. Students can create videos and stills to teach other students about concepts. They can describe it in words or write it and show it. I would prefer the written part.
8- Task D Component	I would have students use the Plan and Write organizer. I think this would be a good place to utilize this because students are explaining why they think the percentage of

	<p>water from precipitation leaving the watershed in the stream is so different from month to month. This would give them an organizer to develop their thoughts.</p>
9- Task G Component	<p>I would have students use peer corrections to help students revise their written predictions about the loss of stream flow. They could refine their written predictions using their peers' corrections.</p>
10- Task H Component	<p>I would use a teacher created graphic organizer to help students organize their thinking. I would leave a space for them to sketch their diagram and then have a place for them to organize their ideas about what is driving the movement of the water.</p>
10- Task H Component	<p>I would use peer corrections after students have revised their models. I would have peers review and give editing feedback. Then I would give students time to revise their writing/thinking.</p>
10- Task H Component	<p>I would have students create their final sketch and explanation on technology. This could be Showme or another program that students are familiar with. This will give students a different way to sketch this and then get their ideas organized in a way that they can share with others.</p>

*I really think the Frayer Model for Vocabulary could be used in all components of the lesson plan. Vocabulary was something we really focused on last year at our school. I do believe that it fits in all parts as there are vocabulary words that are associated with this unit that would be unfamiliar to students. You could also use other vocabulary strategies, but I found last year students like the Frayer model and it is a high yield strategy.