**Pre-Service Teacher:** Marilee Seymour**Theme:** Geography: US Physical Map

**Setting:** Sheltered ESL Instruction **Day:** 1 (Listening and Writing)

**Grade:**5**Proficiency Level:** Intermediate

**Estimated Total Time:** 50 Minutes

**Content Area/Subject:** Social Studies/ Listening and Writing

**Sunshine State Standard:**

SS.5.G.1.3: Identify major United States physical features on a map of North America.

SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.

**Content Objective:** Given a blank outline map of the United States, the student will identify and label specified regions of the United States with (9 out of 12 correct) 75 % accuracy.

**Language Skill:** Listening

**Sunshine State Standard English Language Proficiency Standard:**

LA.5.2.2.3: Listening and Nonfiction, Intermediate Level: use graphic organizers, including

 charting.

LA.5.6.1.1: Listening and Speaking, Intermediate Level: perform a given task, such as following

 a recipe, constructing a craft, or playing a board game after teacher directed

 instructions are given.

**Language Objective:** Given an oral presentation of the regions of the United States, the student will demonstrate knowledge by distinguishing and naming regions of the US with (9 out of 12 correct) 75% accuracy.

**Learning Strategy Objective:** Given a presentation of the regions of the United States, the student will illustrate knowledge and understanding of specified regions within the United States with 75% accuracy.

**Key Vocabulary:** contiguous, mountains, plains, plateau, and regions

**Materials:**

* World Globe
* USA Map
* Flashlight
* Overhead Projector
* Clear overhead copy of outline map - USA
* Outline Map - USA (1) each student

<http://www.edhelper.com/geography/Fifty_States.htm>

* Worksheet – *This is My Country*

**Learning Sequence:**

**A. Preparation/Pre-Learning Activity**

 **Grouping:** Whole class

 **Learning Strategy:**

 Metacognitive – Evaluating /Self-assessment;

 Cognitive - Elaboration of Prior Knowledge; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:** 5 minutes

 **Materials Needed:**

* World Globe
* USA Map

 **Steps:**

 **1.** Usinga world globe and teacher directed questions, use students prior knowledge to brainstorm about USA’s location on a physical map, surrounding Continents, Oceans, # of states and any other pertinent information.

 **Assessment:** Students will ask questions, answer questions, correct themselves and others about the United States world location.

**B. Intensive Learning Activity**

 **1. Presentation**

 **Grouping:** Small Group - *Kagan Strategies- (4- student Teams)*

 **Learning Strategy:**

Metacognitive – Selective Attention;

 Cognitive – Note-Taking, Elaboration of Prior Knowledge Imagery; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:** 15 minutes

 **Materials Needed:**

* Overhead Projector
* Clear overhead copy of outline map – USA

 **Steps:**

 **1.** Usingan overhead projector, an outline map of the USA and teacher directed questions, have students work in small groups for 5 minutes to use mental mapping to review and focus on the US region and discuss the US physical map by locating teacher specified areas (Appalachian Mountains, Great Lakes, Rocky Mountains, Mississippi River, Pacific Ocean, Atlantic Ocean, Gulf Of Mexico, Great Plains, North, East, South and West).

 **2.** Teacher will fill in specified areas on the overhead outline map of the US from the answers given from randomly selected groups.

 **3.** Teacher will correct and answer all given questions.

 **Assessment:** Observation – teacher will observe students demonstrating the knowledge of the US region by locating teacher specified areas and group cooperation to discuss lesson.

 **2. Practice**

 **Grouping:** Pairs - *Kagan Strategies- (shoulder partners)* and

 Small Group - *Kagan Strategies- (4- student Teams)*

 **Learning Strategy:**

Metacognitive – Organizational Planning, Selective Attention;

 Cognitive – Note-Taking, Imagery; Auditory Representation, and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:** 15 minutes

 **Materials Needed:**

* Overhead Projector
* Clear overhead copy of outline map – USA
* Outline Map - USA (1) each student

 <http://www.edhelper.com/geography/Fifty_States.htm>

 **Steps:**

 **1.** Teacher will write specified areas (Appalachian Mountains, Great Lakes, Rocky Mountains, Mississippi River, Pacific Ocean, Atlantic Ocean, Gulf of Mexico, Great Plains, North, East, South, and West) on the board.

 **2.** Give each student an outline map of the USA and pair into shoulder partners.

 **3.** Have students work quietly in timed paired shared for 5 minutes to locate and label the specified areas on the map.

 **4.** Have studentsrejoin their original small group to review the map answers.

 **5.** Teacher will turn on the overhead with the completed US map for correction.

 **Assessment:** In small groups students will review and discuss answers in order to check and correct worksheets

**C. Expansion/Post-Learning Activity**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive – Planning: Organizational and Self-management;

 Cognitive - Elaboration of Prior Knowledge, Making Inferences; and

 Social/Affective – Questioning for Clarification

 **Estimated Time:**  5 minutes

 **Materials Needed:**

* Worksheet – *This is My Country*

 **Steps:**

 **1.** Students will use the remaining class time to complete questions 1 and 2.

 **2.** Parent assistance is needed to complete question 3 and 4 - homework.

 **Assessment:** Worksheet completed as homework.

**D. Final announcements and notes.**

 Tomorrow students will learn what it means to be a proud American and the meaning of United States etiquette of the flag, anthem, and the pledge of allegiance. Students will complete as homework, *This is My Country* worksheet with parent assistance. Define the following words for homework and review in class tomorrow:contiguous, mountains, plains, plateau, and regions.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Pre-Service Teacher:** Marilee Seymour**Theme:** Geography: USA Etiquette

**Setting:** Sheltered ESL Instruction **Day:** 2 (Reading)

**Grade:**5**Proficiency Level:** Intermediate

**Content Area/Subject:** Social Studies/ Reading and Writing

**Sunshine State Standard:**

SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.

**Content Objective:** Given a historical reciting on *Honoring America* and *History of the American Flag*, the student will design an illustration of an American flag with 100% accuracy.

**Language Skill:** Reading

**Sunshine State Standard English Language Proficiency Standard:**

LA.5.1.7.1: Reading Comprehension, Intermediate Level: understand and derive meaning from

spoken and written language by retelling a story from a grade level text, either orally or in a written form.

**Language Objective:** Given a reading of 2 poems *Survival this Way* and *I, Too*, the student will understand and derive meaning from the written language by interpreting and explaining the authors purpose with 100% accuracy.

**Learning Strategy Objective:** Given a mini-lecture on American etiquette, the student will discuss and interpret the relation to self -assessment with 100% accuracy.

**Key Vocabulary:** allegiance, creed, etiquette, native, and symbol

**Materials:**

* Homework – vocabulary words
* Overhead Projector
* Clear overhead copy of completed outline map - USA
* Clear overhead copy of *Honoring America*
* Clear overhead copy of *History of the American Flag*
* 11x17 white construction paper
* Crayons, color pencils or markers
* Clear overhead copy of 2 poems *Survival this Way* and *I, Too*
* Word search – 13 Strong
* Crossword – The colonies

**Learning Sequence:**

**A. Preparation/Pre-Learning Activity**

 **Grouping:** Small Group- *Kagan Strategies* – (4) student Teams

 **Learning Strategy:**

 Metacognitive – Evaluating /Self-assessment;

 Cognitive - Elaboration of Prior Knowledge; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:**  10 minutes

 **Materials Needed:**

* Homework – vocabulary words
* Overhead Projector
* Clear overhead copy of completed outline map – USA
* Completed Vocabulary words
* Completed worksheet – *This is My Country*

 **Steps:**

 **1.** Usingan overhead projector, a completed outline US map and teacher directed questions, have students use prior completed outline map worksheets in small groups to review and discuss prior lesson of USA’s physical map.

 **2.** Review previous day’s new vocabulary words and relate to previous lesson –

 contiguous, mountains, plains, plateau, and regions.

**3.**  Reviewhomework worksheet – *This is My Country –* Ask for volunteers to

 discuss the states they have been to and the states they would like to visit.

 **Assessment:** Teacher observation and feedback to student’s questions, students will also answer questions, correct themselves and others about the United States world location. Correct definitions and understanding of new vocabulary words in reference to prior lesson: contiguous, mountains, plains, plateau, and regions***.***

**B. Intensive Learning Activity**

 **1. Presentation**

 **Grouping:**whole class

 **Learning Strategy:**

 Metacognitive –Selective Attention, Monitoring Comprehension;

 Cognitive – Elaboration of Prior Knowledge, Summarizing, Makin Inferences;

 Social/Affective – Questioning for Clarification

 **Estimated Time:** 10 minutes

 **Materials Needed:**

* Overhead Projector
* Clear overhead copy of completed outline map - USA
* Clear overhead copy of *Honoring America*

 **Steps:**

 **1.**  Using an overhead projector display the copy of *Honoring America..* **2.** Read the Americans Creed and discuss it’s the importance to America.

 **3.** Have all thestudents recite the Pledge of Allegiance and discuss its importance to America.

 **4.** Have an open discussion on what honoring America means to students individually.

 **Assessment:** Teacher observation and feedback to student’s questions, students will also answer questions, correct themselves and others about the United States.

**2. Practice**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive –Organizational Planning, Monitoring Comprehension;

 Cognitive – Grouping, Imagery, Auditory Representaion

 **Estimated Time:** 20 minutes

 **Materials Needed:**

* 11x17 white construction paper
* Crayons, color pencils or markers
* Teacher rendition on construction paperfolder( ½ US & ½ Florida Flag)
* Clear overhead copy of *History of the American Flag*
* Clear overhead copy of 2 poems *Survival this Way* and *I, Too*

 **Steps:**

**1.** Give each student an 11x17 white construction paper, crayons, color

 pencils or markers. Explain that this fold will hold all papers worked on

 and completed this week including yesterdays work..

**2.** Instruct students to fold the11x17 white construction paper in half and

 fold in half one more time. Draw a line down the 2nd fold.

**3.** Explain to studentsas you are reading the*History of the American Flag*

they are to draw and color the US flag only on the left ½ of the

 paper and their name across the top left half paper. The right ½ will be drawn in later. If they want to list or write any important facts they can

 turn the paper over and write on the backside.

 **Assessment:** American flag drawing is completed by following teacher

 instructions by drawing, coloring and listening to the*History of the American Flag* with respect.

**C. Expansion/Post-Learning Activity**

 **Grouping:** Pairs - *Kagan Strategies- (shoulder partners)*

 **Learning Strategy:**

Metacognitive –Self-Management;

 Cognitive – Grouping, Deduction/Induction, Making Inference;

 Social/Affective – Questioning for Clarification, Cooperation, Self-Talk

 **Estimated Time:** 5 minutes

 **Materials Needed:**

* Word search – *13 Strong*
* Crossword – *The Colonies*

 **Steps:**

**1.** Teacher will discuss briefly the meaning of the word search *13 Strong* and the crossword *The Colonies;* how they relate to the USA’s Etiquette.

**2.** Working in pairs the students will solve and complete the worksheets.

 **Assessment:** Observation – Teacher observes student’s working together in pairs to solve the worksheets.

**D. Final announcements and notes.**

Students will define the following words for homework and review in class tomorrow: allegiance, creed, etiquette, native, and symbol.

**Pre-Service Teacher:** Marilee Seymour **Theme:** Geography: Florida Symbols

**Setting:** Sheltered ESL Instruction **Day:** 3 (Listening)

**Grade:** 5**Proficiency Level:** Intermediate

**Estimated Total Time:** 50 minutes

**Content Area/Subject:** Social Studies/ Listening and Writing

**Sunshine State Standard:**

 SS.5.G.1.6 - Locate and identify states, capitals, and United States Territories on a map.

 SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.

**Content Objective:**

Given an oral reading about symbolisms of the State of Florida, the student will identify and classify the symbols with 70 % accuracy.

**Language Skill:** Listening

**Sunshine State Standard English Language Proficiency Standard:**

LA.5.5.2.2- Listening and Speaking, Intermediate Level: - perform a given task, such as following a recipe, constructing a craft, or playing a board game after teacher directed instructions are given.

**Language Objective:** Given a task to perform, the student will design a T-List diagram after teacher directed instructions are given with 70% accuracy.

**Learning Strategy Objective:** Given an oral reading, the student will group Florida symbolisms on a T-List with 70% accuracy.

**Key Vocabulary:** state, capitol, city, lake, and river

**Materials:**

* Homework – vocabulary words
* <http://www.edhelper.com/geography/Fifty_States.htm>
* Overhead projector
* Clear overhead copy of Outline Map – USA and State T-List
* Magnetic cut-outs of Florida’s flower, tree, animal, and flag
* Pencil,
* Loose leaf lined-paper

**Learning Sequence:**

**A. Preparation/Pre-Learning Activity**

 **Grouping:**whole class

 **Learning Strategy:**

Metacognitive – Evaluating /Self-assessment;

 Cognitive - Elaboration of Prior Knowledge; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:** 10 minutes

 **Materials Needed:**

* Overhead projector,
* Clear overhead copy of Outline Map – USA
* Homework – vocabulary words

 **Steps: Teacher will rotate group leader positions to the right after every question.**

 **1.** Usingan overhead projector, an outline map and teacher directed questions, have students use prior completed worksheets in small groups to

 review and discuss prior lesson of USA’s physical map and etiquette.

 **2.** Review previous day’s new vocabulary words –

 allegiance, creed, etiquette, native, and symbol.

 **Assessment:** Teacher observation and feedback to small group’s reviews and discussion of teacher directed questions in order to check and correct worksheets. Correct definitions and understanding of new vocabulary words in reference to prior lesson: allegiance, creed, etiquette, native, and symbol.

**B. Intensive Learning Activity**

 **1. Presentation**

 **Grouping:** Small Group - *Kagan Strategies- (4- student Teams)*

 **Learning Strategy:**

 Metacognitive – Planning/Selective Attention

 Cognitive – Grouping and Note-taking

 **Estimated Time:** 15 minutes

 **Materials Needed:**

* Overhead projector,
* Clear overhead copy of Outline Map – USA and State T-List

 **Steps: Teacher will rotate group leader positions after every question.**

 **1.** Using theoverhead projector, direct the student’s attention to the State of Florida, have small groups brainstorm prior knowledge about details of the geographic area, cities, lakes, Oceans, and other important facts.

 **2.** Teacher will open discussion about how every state has its own symbolisms such as, state - flower, tree, bird, and animals ect... and that each student will be responsible for classifying them on a T-List.

 **3.** Teacher will show a T-List on the overhead projector (covering all information) until oral description of each section is discussed.

 **Assessment:** Correct or incorrect answers from the small groups brainstorming of their prior knowledge about details of the geographic area, cities, lakes, Oceans, and other important facts.

 **2. Practice**

 **Grouping:** Pairs - *Kagan Strategies- (shoulder partners)*

 **Learning Strategy:**

Metacognitive – Planning/Selective Attention

 Cognitive – Grouping and Note-taking

 **Estimated Time:** 15 minutes

 **Materials Needed:**

* Clear overhead copy of State T-List
* Pencil
* Lined paper
* Florida symbolism sheet (provided for teacher use)
* Magnetic cut-outs of Florida’s symbolisms of sun, orange, flower, tree, animal, and flag.

**Steps:**

 **1.** Have students copy the T-list on to their own line paper.

 **2.** Teacher will open discussion about the state of Florida symbolisms – explain to the students that they will fill-in the T-list with information given to them from the teachers oral presentation of the state of Florida’s symbols.

 **3.** Students will work quietly in pairs to classify information about the state of Florida’s symbols

 **Assessment:** Observation – Teacher observes student s working together in pairs to classify state symbols on a T-List in the correct order .

**C. Expansion/Post-Learning Activity**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive – Evaluating/self-assessment

 **Estimated Time:**  5 minutes

 **Materials Needed:**

* Pencil
* Loose leaf lined paper

 **Steps:**

 **1.** Students will answer the following reflection question in 1 paragraph:

 What do you think is the importance of state symbolisms?

 **Assessment:**  none

**D. Final announcements and notes.**

Tomorrow students will pick a state to study and answer their own T-list questions about that state. Students will define the following words for homework and review in class tomorrow: state, capitol, lake, and river.

**Pre-Service Teacher:** Marilee Seymour**Theme:** Geography: USA’s States

**Setting:** Sheltered ESL Instruction **Day:** 4 (Writing and Reading)

**Grade:**5**Proficiency Level:** Intermediate

**Estimated Total Time:** 50 minutes

**Content Area/Subject:** Social Studies/ Reading and Writing

**Sunshine State Standard:**

SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

LA.5.2.2.1: locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);

LA.5.2.2: use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.

**Content Objective:** Given a Scholastic-50 Great States - Read & Solve Crossword Puzzle, the student will construct a T-list to record information about their states symbolisms with (6 out of 8 correct) 75% accuracy.

**Language Skill:** Writing

**Sunshine State Standard English Language Proficiency Standard:**

LA.5.3.1.1: Prewriting, Intermediate Level: generating a plan for the writing process based on personal experience and interest using multiple sources, including graphic organizers.

LA.5.4.2.2: Informative, Intermediate Level: record and organize information related to a topic using visual aids, including charts, data tables, maps and graphs.

**Language Objective:** Given a T-list, the student will record and organize information related to a topic with (6 out of 8 correct) 75 % accuracy.

**Learning Strategy Objective:** Given a design of a T-list to construct, the student will classify and take notes identify state information with 75% accuracy

**Key Vocabulary:** cities, induction, nickname, origin, and speaker

**Materials:**

* Homework – vocabulary words
* 50 states - listed on individual pieces of paper and folded(except Florida-teachers)
* 1- Box
* Lined Loose-leaf paper
* Pencil
* Folder - Construction paper
* Crayons, color pencils or markers
* Scholastic-50 Great States - Read & Solve Crossword Puzzles
* Outline Map -50 United States w/ capitol

[www.edhelper.com/geography/Fifty\_States.htm](http://www.edhelper.com/geography/Fifty_States.htm)

 [www.eduplace.com/ss/maps/pdf/uscap\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/uscap_nl.pdf)

**Learning Sequence:**

**A. Preparation/Pre-Learning Activity**

 **Grouping:** whole class

**Learning Strategy:**

 Metacognitive – Evaluating /Self-assessment;

 Cognitive - Elaboration of Prior Knowledge; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:**  10 minutes

 **Materials Needed:**

* Completed T-list chart
* Homework – vocabulary words

 **Steps:**

 **1.** Review definitions and understanding of new vocabulary words.

 **2.**  Teacher will have students get out T-list chart for reviewing the steps and its purpose to today’s lesson. (T-list will be used to record information about their states symbolisms.)

 **3.** Have students brainstorm prior knowledge of media center etiquette.

 **Assessment:** Teacher observation and feedback to reviews and discussion of T-list and its uses. Correct definitions and understanding of new vocabulary words in reference to prior lesson: state, capitol, city, lake, and river

**B. Intensive Learning Activity**

 **1. Presentation**

 **Grouping:** whole class

 **Learning Strategy:**

Metacognitive –Selective Attention, Self-Management

 Cognitive –Grouping, Making Inference

 Social/Affective – Questioning for Clarification

 **Estimated Time:** 10 minutes

 **Materials Needed:**

* 50 states - listed on individual pieces of paper and folded

 (Except Florida-teachers)

* 1- Box
* Scholastic-50 Great States - Read & Solve Crossword Puzzles
* Outline Map -50 United States w/ capitol

[www.eduplace.com/ss/maps/states.html](http://www.eduplace.com/ss/maps/states.html)

  **Steps:**

 **1.** Explain to the students that they will be picking a state from a box to complete the next assignment.

 **2.** The class will take 5 minutes to proceed to the media and use next 15 minutes to locate a book about their state.

 **3.** While students are researching books, the teacher will be distributing two (2) worksheets related to student’s state; Scholastic-50 Great States - Read & Solve Crossword Puzzles and Outline Map of state -50 USA

 **4.** Teacher expectations are: when each student has found a book they will use the remainderof the time read and write information about the state.

 **Assessment:** Observation – teacher observes students working appropriately in media center , researching data from books, while reading quietly.

 **2. Practice**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive – Selective Attention

 Cognitive – Resourcing, Grouping, Making Inference

 Social/Affective – Questioning for Clarification

 **Estimated Time:** 15 minutes

 **Materials Needed:**

* Lined Loose-leaf paper
* Pencil
* State book – media center

 **Steps:**

 **1.** Teacher expectations are: when each student has found a book they will use the remainder of the time reading about the state quietly and filling in the worksheets provided by teacher.

 **2.** Usinglined paper and pencil students will draw a T-list chart recording: State, capitol, nicknames, ect...

 **Assessment:** Observation – teacher observes students working appropriately in media center , researching data from books, and recording information onto T-list.

**C. Expansion/Post-Learning Activity**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive –Organizational Planning, Self-assessment

 Cognitive – Resourcing, Grouping, Imagery

 **Estimated Time:** 5 minutes

 **Materials Needed:**

* Construction paper folder
* Crayons, color pencils or markers
* State book – media center

 **Steps:**

 **1.** Students will write their state’s name on the right bottom ½ of the paper.

 **2.** Then draw and color their state’s flag on the right ½ of the paper.

 **Assessment:** none

**D. Final announcements and notes.**

 All papers, work sheets, and the flag drawing about student’s state will be completed as homework; due tomorrow to be used in a MixPair Share -*Kagan’s Strategy – Stand –up/Hand-up/Pair-up.* Students willbe sharing their state information with peers and recording the information on a separate T-chart list for each state, inserted into their State folders. Students will define the following words for homework and review in class tomorrow: state, capitol, city, lake, and river

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semantic Web**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**T - Chart**

**Speakers Name:**

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**STATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NICKNAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CAPITOL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ANIMAL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TREE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FLOWER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INTERESTING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ INFORMATION:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pre-Service Teacher:** Marilee Seymour**Theme:** Geography: States

**Setting:** Sheltered ESL Instruction **Day:** 5 (Speaking)

**Grade:**5**Proficiency Level:** Intermediate

**Estimated Total Time:** 50 minutes

**Content Area/Subject:** Social Studies/ Listening, Speaking, and Writing

**Sunshine State Standard:**

LA.5.5.2.2- make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies

**Content Objective:** Given a completed T-list on a state, the student will make formal oral presentations with 100% accuracy***.***

**Language Skill:** Speaking

**Sunshine State Standard English Language Proficiency Standard:**

LA.5.5.2.1 - Listening and Speaking, Intermediate Level: make basic formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language eye contact, and gestures.

**Language Objective:**Given a presentations to present orally to peers, the student will demonstrate appropriate body language, eye contact, and gestures with 100% accuracy

**Learning Strategy Objective:** Given a completed T-list on a state to present orally to peers, the student will formulate, prepare and explain the states locales with 100% accuracy.

**Key Vocabulary:** None

**Materials:**

* Homework – vocabulary words
* State folders with papers
* T-list chart – completed
* Loose leaf lined paper
* Pencil
* Outline Map -50 United States w/ capitol

[www.edhelper.com/geography/Fifty\_States.htm](http://www.edhelper.com/geography/Fifty_States.htm)

 [www.eduplace.com/ss/maps/pdf/uscap\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/uscap_nl.pdf)

 [www.netscape.com](http://www.netscape.com)

**Learning Sequence:**

**A. Preparation/Pre-Learning Activity**

 **Grouping:** Whole class

 **Learning Strategy:**

 Metacognitive – Evaluating /Self-assessment;

 Cognitive - Elaboration of Prior Knowledge; and

 Social/Affective – Questioning for Clarification, Cooperation

 **Estimated Time:** 5 minutes

 **Materials Needed:**

* Homework – vocabulary words
* T-list Chart (teachers copy)

 **Steps:**

 **1.** Review vocabulary words: cities, induction, nickname, origin, and speaker

 **2.** Write a T-list chart (teachers copy) on the board with the listed subjects. Review the steps to filling in a T-list chart.

 **Assessment:** Teacher observation and feedback on the week’s reviews and discussion on work sheets and papers. Correct definitions and understanding of new vocabulary words in reference to prior lesson: cities, induction, nickname, origin, and speaker

**B. Intensive Learning Activity**

 **1. Presentation**

 **Grouping:** whole class

 **Learning Strategy:**

Metacognitive –Advanced Organization, Organizational Planning;

 Cognitive – Deduction/Induction;

 Social/Affective – Cooperation, Self-Talk

 **Estimated Time:** 10 minutes

 **Materials Needed:**

* State folders with papers
* T-list chart – completed

 **Steps:**

 **1.**  Teacher will have the students get out their state folders**.**

 **2.**  Do a quick day-by-day review of worksheets and papers that should be in their state folders.

  **3.** Teacher willdo a quick presentation of *Kagan Strategies –*

 *(Stand Up -Hand Up -Pair Up).*

Students will:

* Stand-up
* Raise a hand up
* Find a peer with a raised hand
* Pair-up with that peer
* Share information about the state they researched
* Using a T-list write down information learned about the other state.
* Ask and answer questions

**4.** Have students practice the stepsat least one time to ensure understanding of procedure.

 **Assessment:** Student**’**s state folders are in order and complete. Teacher observation of *Kagan Strategies – (Stand Up - Hand Up -Pair Up)* to ensure understanding.

 **2. Practice**

 **Grouping:** MixPair Share - *Kagan Strategies – (Stand Up - Hand Up -Pair Up)*

 **Learning Strategy:**

Metacognitive –Organizational Planning, Monitoring Comprehension and Production, Self-Assessment;

 Cognitive – Grouping, Note-Taking, Summarizing

 Social/Affective – Questioning for Clarification,Cooperation, Self-Talk

 **Estimated Time:** 25 minutes

 **Materials Needed:**

* T-list chart – completed with state information
* State folders
* Loose - leaf lined paper
* Pencil
* Outline Map of United States w/ capitol [www.eduplace.com/ss/maps/pdf/uscap\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/uscap_nl.pdf)

 **Steps:**MixPair Share *Kagan Strategies –(Stand Up -Hand Up -Pair Up)*

 **1.** Students will take turns sharing information in 4minute segments

 (2 minutes each):

* Stand-up
* Raise a hand up
* Find a peer with a raised hand
* Pair-up with that peer (sitting at nearest table)
* Share information about the state they researched

**2.** Use thestate folders to show peers your name, spelling of your state and flag descriptions and color.

**3.** Using a T-list write down information learned about the other state.

**4.** Students will ask peers questions when necessary and answer questions from peers.

 **5.** Using the information collected and recorded on the T-list about the different states fill in the Outline Map of United States w/ capitols.

 **Assessment:** Observation and required work: Teacher observes student interaction and participation in share pair teams. All students have a complete T-list chart for all states represented and will use to complete an outline map of the US states with state names and capitols.

**C. Expansion/Post-Learning Activity**

 **Grouping:** individual

 **Learning Strategy:**

Metacognitive –Self-Assessment

 Cognitive – Summarizing, Auditory Representation

 Social/Affective – Self-Talk

 **Estimated Time:** 5 minutes

 **Materials Needed:**

* Pencil
* Loose-leaf lined paper

**Steps:**

**1.** Students will answer the following reflection question in 1 paragraph or more:

 I did or did not learn anything of importance. Why or Why not?

 **Assessment:** none

**D. Final announcements and notes.**

 As homework all work papers and the state folders are to be completed at home and will be due on Monday.

***A Great Job Class!***



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| **Subject Area: \***  | http://www.floridastandards.org/RadControls/ComboBox/Skins/VistaSkin/DropArrow.gif**- Select one -** **Health Education** **Mathematics** **Physical Education** **Reading/Language Arts** **Science** **Social Studies**  |
| **Grade Level:**  | http://www.floridastandards.org/RadControls/ComboBox/Skins/VistaSkin/DropArrow.gif**- Select one -** **Grade: K** **Grade: 1** **Grade: 2** **Grade: 3** **Grade: 4** **Grade: 5** **Grade: 6** **Grade: 7** **Grade: 8** **Grade: 912**  |
| **Strand:**  | http://www.floridastandards.org/RadControls/ComboBox/Skins/VistaSkin/DropArrow.gif**- Select one -** **American History** **Geography** **Economics** **Civics and Government**  |
| **Standard:**  | http://www.floridastandards.org/RadControls/ComboBox/Skins/VistaSkin/DropArrow.gif

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| Standard1: The World in Spatial Terms  | 1:  |   |

SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.

SS.5.G.1.2: Use latitude and longitude to locate places.

SS.5.G.1.3: Identify major United States physical features on a map of North America.

SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.

 SS.5.G.1.6: Locate and identify states, capitals, and United States Territories on a map.

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| Standard  | 2:  | Places and Regions  |

SS.5.G.2.1: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

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| Standard 4: Uses of Geography | 4:  |

 SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.

 SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Language Arts

Grade 5:

Writing Process:

**Standard:** The student will use prewriting strategies to generate ideas

 and formulate a plan.

 LA.5.3.1.1, LA.5.3.1.3

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| **English Language Proficiency Standards:** |
| *Beginning:* The student will pre write by:- selecting illustrations that depict themain idea and the related detailspresented in a read-aloud story.- organizing ideas throughbrainstorming to make a plan forwriting.- understanding the purpose for writingand the intended audience- illustrating a story or concept throughstoryboarding. | *Intermediate:* The student will prewrite by:- generating a plan for the writingprocess based on personal experienceand interest using multiple sources,including graphic organizers.- organizing the thought processthrough brainstorming, webbing, etc. toprioritize ideas and recognize timeconstraints.- determining the purpose for writing andunderstand how the intended audienceaffects the writing process. | *Advanced:* The student will:- generating ideas and writing topicsbased on personal interest or teacherdirectedsubjects.- organizing the thought processthrough brainstorming, webbing, etc toprioritize ideas and recognize timeconstraints.- - using multiple sources, includinggroup discussion, graphic organizers,prior knowledge, etc to activate thewriting process.- - determining the purpose for writingand understand how the intendedaudience affects the writing process |

Editing for Language

Conventions:

**Standard:** The student will edit and correct the draft for standard

 language conventions.

 LA.5.3.4.2

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| **English Language Proficiency Standards:** |
| Beginning: The student will edit writingfor the correct use of:- spelling, using basic spelling patternsand rules.- capitalization of proper nouns andbeginning sentences.- basic punctuation, including simplecommas and end punctuation | *Intermediate:* The student will edit forcorrect use of:- spelling, using spelling rules,orthographic patterns, knowledge ofroot words, prefixes, suffixes,knowledge of Greek and Latin rootwords.- capitalization, including proper nounsand beginning sentences.- punctuation, including commas inclauses and hyphens.- the four basic parts of speech, andsubjective, objective, anddemonstrative pronouns | Advanced: The student will edit writingfor the correct use of:- spelling, using spelling rules,orthographic patterns, knowledge ofroot words, prefixes, suffixes,knowledge of Greek and Latin rootwords.- capitalization, including proper nounsand beginning sentences.- punctuation, including commas inclauses, hyphens, and in citedsources.- the four basic parts of speech,subjective, objective, anddemonstrative pronouns and singularand plural possessives of nouns.- subject/verb and noun/pronounagreement in simple sentences.- resource usage, including dictionaries,thesaurus and other referencematerials. |

Informative:

**Standard**: The student develops and demonstrates technical writing

 that provides information related to real-world tasks.

LA.5.4.2.1 - write in a variety of informational/expository forms (e.g., summaries, procedures,

instructions, experiments, rubrics, how-to manuals, assembly instructions);

LA.5.4.2.2 record information (e.g., observations, notes, lists, charts, map labels, legends) related to a

topic, including visual aids to organize and record information on charts, data tables, maps

and graphs, as appropriate;

LA.5.4.2.5 - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

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| **English Language Proficiency Standards:** |
| *Beginning:* The student will:- write or illustrate directions, recipesprocedures, etc. in a step-by-stepprocess.- recognize and understand the use ofvisual aids to provide information.- record information related to a topicusing charts, data table, maps andgraphs.- write a simple letter for an intendedpurpose, including salutation, body,closing, and signature. | *Intermediate:* The student will- write in a variety of technical/informational forms, including step-bystepprocesses.- record and organize informationrelated to a topic using visual aides,including charts, data tables, maps andgraphs.- write a variety of communications,including friendly letters, thank-younotes, invitations, etc. intended for aspecific audience for an intendedpurpose and includes date, propersalutation, body, closing and signature.- write directions of a known locationusing simple cardinal and ordinaldirections and landmarks and createan accompanying map.- write informational or expositoryessays that contain introductory, body,and concluding paragraphs. | *Advanced:* The student will:- write in a variety of technical/informational forms (e.g., summaries,procedures, instructions, experiments,assembly instructions.- record information (e.g., observations,notes, lists, charts, map labels,legends) related to a topic, includingvisual aids to organize and recordinformation on charts, data tables,maps and graphs, as appropriate;- write a variety of communications(e.g., friendly letters, thank-you notes,formal letters, messages, invitations)that have a clearly stated purpose andthat include the date, propersalutation, body, closing and signature;- write directions to unfamiliar locationsusing cardinal and ordinal directions,landmarks, and distances, and createan accompanying map.- write informational or expositoryessays that contain introductory, bodyand concluding paragrap |

Listening and Speaking

Standard: The student effectively applies listening and speaking

strategies.

LA.5.5.2.1 - listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and

LA.5.5.2.2- make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

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| **English Language Proficiency Standards:** |
| *Beginning:* The student will:- follow directions from the teacher,demonstrate the ability to understandkey points by drawing scenes orcharacters that match those in ateacher-read reading selection andbriefly describes the drawings usingkey vocabulary.- perform a simple task after teacherdirectedinstructions are given.- make simple oral presentations for avariety of purposes and occasions,demonstrating appropriate bodylanguage, eye contact, and gestures. | *Intermediate:* The student will- perform a given task, such as followinga recipe, constructing a craft, orplaying a board game after teacher directed instructions are given.- demonstrate the ability to understandkey points and details by orallydescribing the events in a story, afterlistening to teacher read readingselections.- make basic formal and informalpresentations for a variety of purposesand occasions, demonstratingappropriate body language eyecontact, and gestures. | *Advanced:* The student will:- perform a given task, such asfollowing a recipe, constructing a craft,or playing a board game after teacherdirectedinstructions are given.- demonstrate the ability to understandkey points and details by orallydescribing the events in a story, afterlistening to teacher-read readingselections,.- understand problem solving directionsfor a variety of informative purposes.- make formal and informalpresentations for a variety of purposesand occasions, demonstratingappropriate body language, eyecontact, and gestures. |

Informational Text

Standard: The student comprehends the wide array of informational

text that is part of our day to day experiences.

LA.5.6.1.1The student will read and interpret informational text and organize the information (e.g., useoutlines, timelines, and graphic organizers) from multiple sources for a variety of purposes(e.g., multi-step directions, problem solving, performing a task, supporting opinions,

predictions, and conclusions).

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| **English Language Proficiency Standards:** |
| *Beginning:* The student will recognizethat various informational texts are usedto relay information that is part of our day to day experiences. | *Intermediate:* The student will identifyvarious informational texts that are usedto relay information that is part of our day to day experiences. | *Advanced:* The student will use priorknowledge to comprehend variousinformational texts that is part of our dayto day experiences. |

Pre-Service Teacher: Theme:

Setting: Sheltered ESL Instruction Day: *1, 2, 3, 4, or 5*

Grade: *Pick any grade. See Ch8.* Proficiency Level: *Type in*

Estimated Total Time: *Intermediate (see Ch8)*

Content Area/Subject: *Example: Science/Biology*

Sunshine State Standard: *Find at http://etc.usf.edu/flstandards/*

Content Objective: *Given a (what?), the student will (observable action verb) with (#)%*

*accuracy.*

Language Skill: *Type in Listening, Reading, Speaking, or Writing*

Sunshine State Standard English Language Proficiency Standard: *Find at*

*http://etc.usf.edu/flstandards/*

Language Objective: *Given a (what?), the student will (observable action verb) with (#)% accuracy.*

Learning Strategy Objective: *Use Chapter 4 in your textbook.*

Key Vocabulary: *No more than 5.*

Materials: *Manipulatives, props, realia, or visuals are required at some point for each lesson.*

Learning Sequence:

A. Preparation/Pre-Learning Activity

 Grouping: *individual, pair, whole class, or small group (use the cooperative learning configuration handout)*

 Learning Strategy: *Use CALLA textbook, pages 62-63.*

 Estimated Time: *for this section only*

 Materials Needed: *for this section only*

 Steps: *See textbook (pp 89-90) for ideas.*

 1.

 2.

 Assessment: *See textbook (pp. 91-92) for ideas.*

B. Intensive Learning Activity

 1. Presentation

 Grouping: *individual, pair, whole class, or small group (use the cooperative learning configuration handout)*

 Learning Strategy: *Textbook, pp. 62-63.*

 Estimated Time: *for this section only*

 Materials Needed: *for this section only*

 Steps: *See textbook (p.90) for ideas.*

 Assessment: *See textbook (pp.91 and 93) for ideas.*

 2. Practice

 Grouping: *individual, pair, whole class, or small group (use the cooperative learning configuration handout)*

 Learning Strategy: *textbook, pp.62-63.*

 Estimated Time: *for this section only*

 Materials Needed: *for this section only*

 Steps: *See textbook (pp90-91) for ideas.*

 Assessment: *See textbook (pp.91 and 93) for ideas.*

C. Expansion/Post-Learning Activity

 Grouping: *individual, pair, whole class, or small group (use the cooperative learning configuration handout)*

 Learning Strategy: *textbook, pp. 62-63.*

 Estimated Time: *for this section only*

 Materials Needed: *for this section only*

 Steps: *See textbook (p.93) for ideas.*

 Assessment: *See textbook (pp.91 and 93) for ideas.*

D. Final announcements and notes. *This is where you would add if you are giving homework,*