



*Accelerating language, literacy and content learning for
emergent bilinguals with limited home language literacy*

Social Studies

UNIT 2

Unit 2 Social Studies Sample Lesson Plans

Week 2, Lessons 6-10

DRAFT

WEEK: 2 LESSON #:6 FOCUS: Before Reading- Maps & People

- **UNIT ESSENTIAL QUESTION:** How did people long ago get what they wanted and needed?
- **WEEKLY FOCUS QUESTION:** What were the causes of the salt and gold trade? How did people trade these goods?

DAILY OBJECTIVES:

- **Content:** Identify aspects of West and North African music, people and land.
- **Language:** Describe using '_____is / has_____'. There is/ There are _____'

VOCABULARY (new words in bold, review not bold)

Tier 3 ethnic group

Tier 2

Nouns: **cause, region, area**

Adjectives: north, south, east, west

Signal words: both, and, but

MATERIALS:

1. Physical Map of Africa

<http://4.bp.blogspot.com/-3jYqHMnQ4JY/T8Gi6Awwpwl/AAAAAAAACJQ/bjI3CgurDBo/s1600/Map-of-Africa-Physical.png>

2. See-Think-Wonder Chart- one per pair of partners (for talking only)

3. Music Videos

Tuareg Music (Lulla by Tinariwen) (Saharan)

http://www.youtube.com/watch?v=WcqlOg1cjic&feature=list_other&playnext=1&list=AL94UKMTqg-9DpatT7WSX-2PH3OKp4zM7w

Malinke Music (Je Did Non by Tiken Jah Fakoly) (sub Saharan)

<http://www.youtube.com/watch?v=iEC-8005oXM>

<p>1. WARM UP</p> <ul style="list-style-type: none"> ➤ Motivate, review yesterday's learning, prepare for today's learning 	<p>15 minutes individual/partners/group</p> <p>REVIEW: VOCAB or PRACTICE LANGUAGE NEW: BUILD BACKGROUND</p> <p>Review Week 1 Assessments</p> <p>Elicit Prior Knowledge: Groups make a list of everything they know about the people who live in Africa. Share list as a class, and chart student responses. Elicit any questions students have, things they want to know about people of Africa.</p>
<p>2. CONNECT</p> <ul style="list-style-type: none"> ➤ Show, read and explain today's objectives & link past to present learning ➤ Explain or have student's predict how today's lesson supports the EQ or Focus question 	<p>3 minutes whole class</p> <p>Elicit from students what they learned about last week, which should include a brief review of two resources that people traded long ago—salt and gold, as well as related vocabulary. Introduce the focus question and briefly define 'cause' using examples you can act out. Read and explain the content and language objectives for today.</p>
<p>3. PRESENT and MODEL</p> <ul style="list-style-type: none"> ➤ Present new content and language frames (if used) ➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking) 	<p>5 minutes whole class</p> <p>Present: Project the physical map of Africa, as students look at a physical map at their tables from an atlas. Point to the North and the West. Tell students that today they will look at two groups of people from these two 'areas' or 'regions' and tomorrow they will focus on the land by studying maps more closely. Long ago, these were two groups in the salt and gold trade.</p> <p>Introduce and Name Task: Say 'Today we are going to watch two music videos that come from the places gold and salt came from. We are going to use see-think-wonder when we watch each video, then share as a class. Pay attention to what you notice about the music, language, people and the land.'</p> <p>Model</p> <ul style="list-style-type: none"> • I DO: (You do not need to do a full model of see-think-wonder because it has been modeled in classes a few times already. If students have seen a model a few times, then elicit from them the steps to follow.) • WE DO: Ask students to tell you what they are doing in each column. Instruct partners that they can take their own notes as they watch, in any language, and we will stop after each video to share with a partner then as whole class. (Each video is just over three minutes.)

4. INTERACT

- Students interact with activities and each other to meet objectives
- This is bulk of the class & where most learning happens
- Encourage students to use new vocabulary and language frames

25 minutes **individual/partners/group**

- **YOU DO**

Video 1: Tuareg

- Play the first video. After the video, partner students turn to think-pair-share, using I see, I think, I wonder. Share and chart as a whole class.

Video 2: Malinke

- Play the first video. After the video, partner students turn to think-pair-share, using I see, I think, I wonder. Share and chart as a whole class.

Create a Concept Map for 'Ethnic Group': It is important that students understand that Africa is incredibly diverse and that there are a few thousand ethnic groups and languages in Africa. The Tuareg and the Malinke, whom they saw in the videos today, are only two groups. (If students in your class identify with an ethnic group, ask them to share.)

4. REVIEW and ASSESSMENT

- Review of lesson with input from students
- Ask students to share what they have learned today
- Assess individual learning
- Connect to EQ or FQ

10 minutes **whole class/group/individual**

Predictions: Remind students of the weekly focus question, ask students to make predictions about which region had salt, which had gold and how they know. Students are not expected to know this yet, because they have not learned. However, they should be thinking about the question. Hearing predictions is also a way to elicit prior knowledge from student.

WEEK: 2 LESSON #: 7 FOCUS: Before Reading: Maps & Geography

- **UNIT ESSENTIAL QUESTION:** How did people long ago get what they wanted and needed?
- **WEEKLY FOCUS QUESTION:** What were the causes of the salt and gold trade? How did people trade these goods?

DAILY OBJECTIVES:

- **Content:** Describe the geography of North and West Africa and use a map to infer about the salt and gold trade.
- **Language:** Explain cause and effect using '_____ so _____'

VOCABULARY (new words in bold, review not bold)

Tier 3 ethnic group

Tier 2

Nouns: cause, region, area, **desert**

Adjectives: **scarce, abundant**

Tier 1

Nouns: **sun, rain, camel, boat**

Verbs: **travel, connect, cross**

Adjectives: north, south, east, west

MATERIALS:

1. Tier 1 Glossary- 1 copy per student
2. Physical Africa Map- Projected to class
3. Beginner Atlas- With physical map of Africa (must be in color)
4. Images to sort- West and North Africa
5. Map that shows salt and gold trade routes
<http://www.iq.pogquoson.org/ilm/worldgeography/v12.gif>
6. Map questions for the group

1. WARM UP

- Motivate, review yesterday's learning, prepare for today's learning

10 minutes

individual/partners/group

REVIEW: VOCAB or **PRACTICE LANGUAGE**

NEW: BUILD BACKGROUND

Sort: In groups sort pictures into two groups: North and West Africa. Students share a few with the class and justify why they chose West or North.

2. CONNECT

- Show, **read and explain** today's objectives & link past to present learning
- Explain or have student's predict how today's lesson supports the EQ or Focus question

1 minute

whole class

Elicit from students what they learned yesterday, pointing to the see-think-wonder charts from yesterday. Review the focus question and review the words cause, region/area. Read and explain the content and language objectives for today.

3. PRESENT and MODEL

- Present new content and language frames (if used)
- Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)

10 minutes

whole class

Present: Show the physical map as students look at theirs. Ask students to identify the Sahara desert, put their finger on it and list what they know about the desert. Ask students to name some countries that are in the Sahara desert. Now ask students to move their finger west and south on the map, naming countries as they go. Explain that a long ago there were no countries, just land and people in different ethnic groups.

Introduce and Name Task: We are going to read the map and answer questions about why and how gold and salt were traded long ago. We will read about this in a book tomorrow, but today we will learn by studying the map. Each group will get one question, then come to the map to explain. We are going to make sentences using 'so' to show cause and effects. (Give an example using familiar situation.)

Model

- **I DO:** Say, 'Before you write, you will think and talk in your group, and label your map with what you see. Then, one person reads the question and everyone reads the map to answer the question. When you agree on an answer, one person writes on the big strip of paper.' (Model with one question about the map.)
- **WE DO:** Invite students to help you do another question and to share their thinking out loud.

4. INTERACT

- Students interact with activities and each other to meet objectives
- This is bulk of the class & where most learning happens
- Encourage students to use new vocabulary and language frames

20 minutes

individual/partners/group

- **YOU DO:** Groups have 10 minutes to complete the task.

EXPLAIN: Each group has 2 minutes to come to the projected map to answer the question.

4. REVIEW and ASSESSMENT

- Review of lesson with input from students
- Ask students to share what they have learned today
- Assess individual learning
- Connect to EQ or FQ

10 minutes

whole class/ group/individual

Review: Say and write the important things we learned from the map today. This will be the LEA text for the week. Extend language by using words students may not have defined yet, but will tomorrow. (route, trip, caravan)

WEEK: 2 LESSON #:8 FOCUS: Read Aloud- Salt and Gold Trade: Causes

- **UNIT ESSENTIAL QUESTION:** How did people long ago get what they wanted and needed?
- **WEEKLY FOCUS QUESTION:** What were the causes of the salt and gold trade? How did people trade these goods?

DAILY OBJECTIVES:

- **Content:** Identify causes of salt and gold trade and the exchange of goods.
- **Language:** Listen to text read aloud and retell using partner-read-retell.
- **Strategy:** Make predictions about text using picture cues using, "I see _____ so I think this page is about _____"

VOCABULARY (new words in bold, review not bold)

Tier 3 ethnic group

Tier 2

Nouns: cause, region, area, desert

Adjectives: scarce, abundant

Tier 1

Nouns: sun, rain, camel, caravan, boat

Verbs: travel, connect, cross, **protect**

Adjectives: north, south, east, west, **long, difficult**

MATERIALS:

*Students should be paired with a home language partner.

1. LEA Text- copy for partners to read for fluency practice
2. Copies of Salt and Gold Trade: Causes
3. Chart for Listen/ Read-Retell-Respond modeling

1. WARM UP

- Motivate, review yesterday's learning, prepare for today's learning

5 minutes

individual/partners/group

REVIEW: VOCAB or **PRACTICE LANGUAGE**

NEW: BUILD BACKGROUND

LEA text: Partners read LEA text for fluency practice.

2. CONNECT

- Show, **read and explain** today's objectives & link past to present learning
- Explain or have student's predict how today's lesson supports the EQ or Focus question

1 minute

whole class

Elicit from students what they learned yesterday, pointing to the map. Review the focus question. Tell students that today they will start to read the text, and learn more ways to understand the text. Read and explain the content and language objectives for today.

3. PRESENT and MODEL

- Present new content and language frames (if used)
- Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)

25 minutes

whole class

Present: Review vocabulary you have introduced already and introduce a few new words students will need for the text. Some of these words were mentioned in yesterday's lesson, but today students will review them if on the glossary, or log them if they are not illustratable.

Introduce and Name Task: Say, 'Today we are going to read about the causes of salt and gold trade, and see how the goods were traded. We are going to use Partner-Read-Retell to talk about what we read so we can understand. Good readers talk in their heads and with each other as they read. Good readers also use pictures to connect with the words. We will practice that today.'

Model

- **I DO:** Say, 'I'm looking at this text and the title says____. In the pictures I see _____ so I think this page is about _____.'
- Today we are going to read the text. We will practice reading the pictures before we read the words. We will see how the pictures help us understand the words. If we can talk about pictures first, then we can better understand the words, especially if we talk with a partner.
- Model for students by talking about what you SEE in the pictures on page 2, and what you THINK this page is about. Use 'I see _____ so I think this page is about _____.'
- Read the first page of text aloud one time, modeling fluent reading. Now try to retell and struggle with it. Use the strategies of rereading text and using the pictures to help you understand and retell. Check your prediction against the text- confirm or reject. Also stop and ask your partner clarifying questions along the way.
- Make a list of what you did to try and retell. Call this strategies. Your list should include 1. Read again 2. Connect pictures to words 3. Ask my partner for help 4. See if my prediction was correct
- **WE DO:** Say, 'Now we will try together'. Ask a student to think aloud about the next page's pictures using the sentence frame. Then you read aloud the next chunk of text. Ask the same student (or another) to try to retell, and point her/ him to strategies. The class can help the student.

4. INTERACT

- *Students interact with activities and each other to meet objectives*
- *This is bulk of the class & where most learning happens*
- *Encourage students to use new vocabulary and language frames*

15 minutes **individual/partners/group**

- **YOU DO:** Release the routine to partners. Prompt students to do the picture prediction, and hear some sentences. Then you read a third section aloud and partners stop to retell, using the strategies modeled.
- Ask one student to retell and to say if their prediction was correct/ incorrect.
- Ask students what questions they have about content right now, and chart questions.

4. REVIEW and ASSESSMENT

- *Review of lesson with input from students*
- *Ask students to share what they have learned today*
- *Assess individual learning*
- *Connect to EQ or FQ*

10 minutes **whole class/group/individual**

Review: Review the strategies from today for retelling text. Ask students how these helped them understand.

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WEEK: 2 LESSON #: 9 FOCUS: Partner Read - Salt and Gold Trade: Causes

- **UNIT ESSENTIAL QUESTION:** How did people long ago get what they wanted and needed?
- **WEEKLY FOCUS QUESTION:** What were the causes of the salt and gold trade? How did people trade these goods?

DAILY OBJECTIVES:

- **Content:** Identify causes of salt and gold trade and how goods were exchanged.
- **Language:** Read text aloud in partners and respond to text using partner-read-retell. Ask one new question with your partner.

**If you have enough students who can read the text, release the routine to partners (ideally one higher-one lower partners in home language). If you know most of your students cannot get the words off the page, then you will continue being the reader, but students will do all of the other meaning making work.*

VOCABULARY (new words in bold, review not bold)

Tier 3 ethnic group

Tier 2

Nouns: cause, region, area, desert

Adjectives: scarce, abundant

Tier 1

Nouns: sun, rain, camel, caravan, boat

Verbs: travel, connect, cross, protect

Adjectives: north, south, east, west, long, difficult

MATERIALS:

1. LEA Text- copy for partners to read for fluency practice
2. Copies of Text
3. Chart for Listen/ Read-Retell-Respond
4. Index card/ strips of paper- for partners to write 1-2 questions from text

1. WARM UP

- Motivate, review yesterday's learning, prepare for today's learning

10 minutes

individual/partners/group

REVIEW: VOCAB or **PRACTICE LANGUAGE** **NEW: BUILD BACKGROUND**

LEA text: Partners read LEA text for fluency practice.

Text Question: Answer 1 teacher question about yesterday's text. Share.

2. CONNECT

- Show, **read and explain** today's objectives & link past to present learning
- Explain or have student's predict how today's lesson supports the EQ or

1 minute

whole class

Elicit from students what they learned yesterday. Review the focus question. Tell students that today they will read the text in partners and continue with read-retell-respond. Read and explain the content and language objectives for today.

<p>➤ Focus question</p>	
<p><u>3. PRESENT and MODEL</u></p> <ul style="list-style-type: none"> ➤ Present new content and language frames (if used) ➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking) 	<p>10 minutes whole class</p> <p>Introduce and Name Task: Say, 'You are going to continue with partner reading routine. (Elicit from students the steps and why we use it.) Today you are going to add one more thing, you will respond with a question, something you want to know, something you wonder about.'</p> <p>Review:</p> <ul style="list-style-type: none"> • Have students read the first sections of text for fluency with their partner, and retell.
<p><u>4. INTERACT</u></p> <ul style="list-style-type: none"> ➤ Students interact with activities and each other to meet objectives ➤ This is bulk of the class & where most learning happens ➤ Encourage students to use new vocabulary and language frames 	<p>25 minutes individual/partners/group</p> <ul style="list-style-type: none"> • YOU DO: Groups continue with the text, using the routine. <p>Partners write 1-2 questions: Give students a few minutes to write 1-2 questions they had while reading on a strip of paper/ index card.</p>
<p><u>4. REVIEW and ASSESSMENT</u></p> <ul style="list-style-type: none"> ➤ Review of lesson with input from students ➤ Ask students to share what they have learned today ➤ Assess individual learning ➤ Connect to EQ or FQ 	<p>10 minutes whole class/ group/individual</p> <p>Review: Students share what they learned from text today, while you chart. You share what you observed in their partner work. Point out good models. Hear a few of their questions as well before collecting strips.</p>

WEEK: 2 LESSON #: 10 FOCUS: After Reading- Text Questions & Assessment

- **UNIT ESSENTIAL QUESTION:** How did people long ago get what they wanted and needed?
- **WEEKLY FOCUS QUESTION:** What were the causes of the salt and gold trade? How did people trade these goods?

DAILY OBJECTIVES:

- **Content:** Answer questions about the causes of the salt and gold trade and the exchange of goods.
- **Language:** Discuss answers with partner and respond to questions in writing.

VOCABULARY (new words in bold, review not bold)

Tier 3 ethnic group

Tier 2

Nouns: cause, region, area, desert

Adjectives: scarce, abundant

Tier 1

Nouns: sun, rain, camel, caravan, boat

Verbs: travel, connect, cross, protect

Adjectives: north, south, east, west, long, difficult

MATERIALS:

1. LEA Text- copy for partners to read for fluency practice
2. Copies of Text 'Salt: Trade Across Cultures'
3. Chart for Listen/ Read-Retell-Respond
4. Questions on Big Strips- (Teacher questions are in student materials. You will need to add strips from your pool of student questions. You should choose no more than eight questions for students to sort, answer orally in groups then in writing for the individual assessment.)
5. Typed questions on paper- One for each student
6. T chart- 'In the Text' and 'In my Head' questions

1. WARM UP

- Motivate, review yesterday's learning, prepare for today's learning

5 minutes

individual/partners/group

REVIEW: VOCAB or PRACTICE LANGUAGE

NEW: BUILD BACKGROUND

LEA text: Partners read LEA text for fluency practice.

<p>2. CONNECT</p> <ul style="list-style-type: none"> ➤ Show, read and explain today's objectives & link past to present learning ➤ Explain or have student's predict how today's lesson supports the EQ or Focus question 	<p>1 minute whole class</p> <p>Review the focus question and elicit some answers to the question. Tell students that today they will sort the questions they must answer into two groups. Read and explain the content and language objectives for today. Make clear that they will answer questions orally for half the period and write for the other half. The oral practice will help them with their assessment.</p>
<p>3. PRESENT and MODEL</p> <ul style="list-style-type: none"> ➤ Present new content and language frames (if used) ➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking) 	<p>10 minutes whole class</p> <p>Introduce and Name Task: Say, 'We are going read our questions and try to answer them. But first we have to know where to look for answers. We will sort questions into two groups. Is the answer 'in the text' or 'in my head?' Good readers know where to look for answers to their questions to help them understand the text.'</p> <p>Model</p> <ul style="list-style-type: none"> • I DO: Say, 'Here is a question. (read question) I'm thinking hmmm is this something I read in the text or is this a question that I can answer from the text? I remember reading a sentence about this (scan text to find) so I know this is an 'in the text question.' I'm going to put it on this side, because I will find my answer right in the text.' • WE DO: Show another question and ask students to decide where it goes and explain why.
<p>4. INTERACT</p> <ul style="list-style-type: none"> ➤ Students interact with activities and each other to meet objectives ➤ This is bulk of the class & where most learning happens ➤ Encourage students to use new vocabulary and language frames 	<p>15 minutes individual/partners/group</p> <ul style="list-style-type: none"> • YOU DO: Give each group one question and two minutes to decide if its 'in the text' or 'in my head.' Groups come up, read and put on correct side, and justify their answer. <p>Answer questions orally: Once questions are sorted, partners read and answer questions together.</p>
<p>4. REVIEW and ASSESSMENT</p> <ul style="list-style-type: none"> ➤ Review of lesson with input from students ➤ Ask students to share what they have learned today ➤ Assess individual learning ➤ Connect to EQ or FQ 	<p>20 minutes whole class/ group/individual</p> <p>Individual Assessment: Students have 20 minutes to answer the questions, using a word bank (include in student materials).</p>