

Lesson Information and Activities							SI Strand(s)														
<p><b>Lesson Title:</b> Understanding Our World: Continents</p> <p><b>Content Area:</b> Social Studies, Language Arts, Science <b>Grade Level(s):</b> 6, 7, 8</p> <p><b>Unit Description:</b> <i>Understanding our World</i> is an inquiry-focused project-based multidisciplinary unit which builds foundational concepts, academic vocabulary and language practices related to world geography, climates and environments for secondary beginner English learners who may be refugees or from other contexts in which they may have had interruptions in schooling.</p> <p><b>Length of lesson:</b> <u>60 minutes</u>                      <b>Number of ELs:</b> _____</p> <table border="1"> <tr> <td>Proficiency Levels</td> <td>Beginner</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Program Model:</b> Sheltered Instruction, ESL pull-out, or Newcomer program</p> <p><b>Other relevant student information:</b> The <i>Continents</i> lesson is designed as the introduction to foundational geographical concepts for students with interrupted or limited formal schooling (SLIFE).</p>							Proficiency Levels	Beginner						ELs (numbers and/or names)							
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<b>Standards and Objectives</b>																					
	Language Objectives		English language proficiency standards				Define														
1	Students will be able to use superlative forms to describe the seven continents.		<u>WIDA STANDARD 2: The Language of Language Arts</u> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. <u>CA ELD Standard 6-8 II. B. Expanding and Enriching Ideas</u> 5. Modifying to add details																		
2	Students will be able to identify major landforms.		<u>WIDA STANDARD 5: The Language of Social Studies</u> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. <u>CA ELD Standard 6-8 II. A. Interacting in Meaningful Ways (Emerging)</u> 12. Selecting language resources a. Use a select number of general academic words (e.g., cycle, alternative) and domain-specific words (e.g., scene, chapter, paragraph, cell) to create some precision while speaking and writing.																		
	Content Objectives		Content Standards																		

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1	(Lesson) Students will be able to locate and label the seven continents.	<u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
2	(Lesson) Students will be able to write a paragraph describing a continent.	<u>CCSS ELA-Literacy WHST.6-8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
3	(Unit) - Students will be able to work as a team to design a solution to a negative environmental impact.	<u>NGSS - MS-ESS3-3</u> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	

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<b><u>Incorporating all four language domains</u></b>			
	Written	Oral	
Receptive	Reading Students read maps and sentences about continents.	Listening Students listen to video and classmates' descriptions.	
Productive	Writing Students write brief passages describing continents and landforms.	Speaking Students discuss continents in pairs and small groups.	
<b><u>Key language for students</u></b>			
General academic language		Language specific to the content area	
Superlative adjectives (largest, smallest, highest, longest, etc.) Descriptive sentence structures.		Africa, Antarctica, Asia, Australia, Europe, North America, South America continent, river, mountain, ocean, desert, island, lake, canyon	
<b><u>Key characteristics of teacher talk</u></b>			
Extensive use of images and video clips to accompany words. The teacher models the vocabulary as words come up in meaningful contexts and are relevant, then reinforces the vocabulary through planned repeated exposure to words in a variety of modes.			
<b>Pop up mini-lessons</b> are quick explanations of grammatical or other linguistic features as they come up in meaningful, communicative contexts. Notes on board or posters are left up as a reference for students' production and concepts are recycled during the unit.			
<b><u>How the lesson will incorporate bilingualism/students' native languages as resources</u></b>			
Students can use materials in other languages as a resource throughout the lesson. Students' own anecdotes and experiences living or traveling on other continents will be shared and valued.			
<b><u>Materials and Texts</u></b>			
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)
Einstein Quotation	informational	all	many students will have heard of Albert Einstein, they will respond to the quotation as a culminating activity
World map	informational	all	pins on locations of students' and families' home countries and/or places they have been
<a href="#">Seven Continents song</a>	informational	all	images and catchy lyrics help students with pronunciation and build background knowledge

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<p><b>Supplementary Materials and Realia:</b></p> <ul style="list-style-type: none"><li>• a large globe</li><li>• a large world map for the wall with continents prominently labeled</li><li>• poster paper for quotation and vocabulary</li><li>• World Continents and Oceans online games - <a href="http://www.sheppardsoftware.com/World_Continents.htm">http://www.sheppardsoftware.com/World_Continents.htm</a> - engaging online games help students internalize the concepts of maps and continents</li><li>• Informational websites - <a href="http://www.whatarethe7continents.com/7-continent-facts/">http://www.whatarethe7continents.com/7-continent-facts/</a> and <a href="http://www.7continents5oceans.com/">http://www.7continents5oceans.com/</a> - quality varies, but good examples of comparative and superlative forms</li><li>• Floabulary - <a href="https://www.floabulary.com/landforms-bodies-of-water/">https://www.floabulary.com/landforms-bodies-of-water/</a> - Engaging rap and video introducing landforms vocabulary with accompanying lyrics and activities (requires subscription)</li><li>• Wikipedia entries on the 7 continents - Translations in dozens of languages can be linked to leverage students' first language literacy</li></ul>	

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<p>Estimated Time: <u>60 minutes</u></p> <p><b>Language Domains:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p><b>Grouping:</b>  <input checked="" type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Pair <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:  <input checked="" type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input checked="" type="checkbox"/> Reading level <input checked="" type="checkbox"/> Content understanding <input checked="" type="checkbox"/> Interest <input checked="" type="checkbox"/> Other: Oral language development</p> <p>Prior to the lesson, prepare sticky or other posters with Einstein nature quotation and target vocabulary</p> <p><b>Preview: Whole class – Listening and Speaking – 20 minutes</b></p> <ol style="list-style-type: none"> <li>1. Tell students that they will be starting a unit about the place we all live, all people, all animals, birds, fish, plants there and have them guess what it is, aiming for the response “the world” and/or “earth.”</li> <li>2. Explain that “world” and “earth” are often used synonymously to describe our planet. Tell students the inquiry question for the unit will be: “What is our relationship with planet Earth?”</li> <li>3. Tell students “This is a quote from the famous inventor and scientist Albert Einstein: ‘Look deep into nature, and then you will understand everything better.’ After we study about the world in this unit, we’ll discuss whether you agree or disagree with this quotation.” Post the quotation and answer clarifying questions. Allow students to explain to each other in home languages.</li> <li>4. Hold up the globe and walk around the room. Tell students the word “globe” and explain that it is the same shape as our planet Earth. Have a student point out where you are in the world. Elicit from 3-4 others where they have been and have them point it out on the globe. (It is important to use the round globe to introduce this concept since some students may be unfamiliar with the special concepts of maps and globes as representations of the earth.)</li> <li>5. Ask students what is different about different places in the world. Encourage answers about climate and landforms. Show students the raised areas on the globe that are mountains, the blue areas that are lakes, rivers and oceans and the brown areas that are deserts. Tell them these are called landforms. Have volunteers run their fingers along the mountain chains and point out canyons and deserts.</li> <li>6. Write the following words on the board or poster paper: continent, river, mountain, ocean, desert, island, lake, and canyon and have students read and repeat them focusing on pronunciation. Ask students what the words are in their languages and point out cognates as appropriate (lake – lago, etc.)</li> <li>7. Hold the globe next to the large wall map of the world and ask students if they represent the same thing. Through gestures, show how the map is a flat version of the globe.</li> <li>8. Point out the seven continents on the map as you have students repeat the names of the continents. As appropriate for the demographics of the class, ask who is from the different continents and have them point out and put a pin or post it on their countries on the map.</li> <li>9. Tell students that they will watch a video about the world and its seven continents. Tell them to be ready to tell you what kind of landforms there are on the different continents.</li> </ol>	<p><b>Define –</b> introduce students to inquiry question, target concepts and vocabulary</p>

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<p>Seven Continents Song Video – Listening – 6 minutes - <a href="https://www.youtube.com/watch?v=NhUy-G1r9Mo">https://www.youtube.com/watch?v=NhUy-G1r9Mo</a></p> <p><b>Presentation: Pair Work – Listening, Speaking, Reading and Writing – 20 minutes</b></p> <ol style="list-style-type: none"> <li>10. Ask students to call out the landforms while passing out Continents Resource 1. Go over the target vocabulary on the handout, having students repeat each word.</li> <li>11. Pair students with elbow partners heterogeneously in terms of home language and reading ability and have students work together to read the sentences aloud and try to fill in the sentence frames.</li> <li>12. After most have finished, tell students they will hear the video one more time to check their answers. Play the video again and have students check their answers. Ask for a volunteer’s paper to display on the document camera. Go over the correct answers having stronger students read aloud.</li> </ol> <p><b>Pop Up mini lesson</b> – point out the use of “the” and “-est” for the superlative adjectives. Ask students who is the oldest, tallest, funniest, etc. student in the room. Have them generate 2-3 superlative sentences orally to practice and write them on the board.</p> <p><b>Small group discussions – Listening and Speaking – 10 minutes</b></p> <ol style="list-style-type: none"> <li>13. As appropriate for the demographics of the class, divide into heterogeneous groups of four, from different continents if possible.</li> <li>14. Write this question on the board: “What is special about the seven different continents?”</li> <li>15. Ask students to discuss as a group and be prepared to share out with the class using –est forms.</li> <li>16. Have groups take turns going to the map to show classmates where they are from as others discuss. As appropriate, students can share what is special about the continents that they are from or have visited.</li> <li>17. After 5-8 minutes, ask each groups to share out what is special about one of the continents, aiming for the use of superlative adjectives.</li> </ol> <p><b>Independent task – Exit Ticket - 10 minutes</b></p> <ol style="list-style-type: none"> <li>18. Tell students they are to write a 3-5 sentence paragraph using the reverse side of Continents Resource 1 as an Exit Ticket to turn in before they leave the classroom.</li> <li>19. Circulate to help. Newer English learners may use the sentence frames on the Resource to help formulate their paragraphs. Stronger students should be encouraged to try to write them without looking at the sentence frames.</li> <li>20. Students may use home languages in addition to or instead of English depending on their preference and English level.</li> <li>21. Collect the Exit Tickets as formative assessments as students leave.</li> </ol> <p><b>Assessment:</b></p>	<p><b>Modify</b> – have students interact with the concepts and language allowing for peer and teacher scaffolds</p> <p><b>Cultivate</b> – use students’ own rich experiences as a resource to connect to the content</p> <p><b>Apply</b> – students use the new information to express themselves</p>

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<p>The teacher will use informal observations throughout the lesson as formative assessment to ensure all students are able to access the content.</p> <p>As an introduction to the unit, the lesson one exit ticket, writing a descriptive paragraph, will be a formative assessment to inform further instruction. The next lesson will focus on a compare/contrast structures.</p> <p>The culminating summative assessments for the unit will be an on-demand cause/ effect essay and collaborative project with a group presentation describing human environmental impacts and possible solutions.</p>	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>Sharing migration experiences and memories of home countries will be encouraged and valued during the class discussions about the continents. As an extension, students can conduct oral interviews of family members to learn what experiences they have had with landforms, for example traveling on rivers or climbing mountains. As part of the unit, they can translate the interviews with help as needed, and share them with the class as “Our Adventure Stories.”</p> <p>An additional extension can be a field trip to a local landform of interest, such as a hike on a mountain or a boat trip on a lake or river, with family members encouraged to come along.</p>	

## Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

### Define

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

### Modify

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

### Cultivate

- **Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom****
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

### Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**