

HOW CAN EFFECTIVE CURRICULUM BE DEVELOPED FOR ELEMENTARY
ENGLISH LANGUAGE STUDENTS?

By

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SUMMARY OF THE PROJECT

To help answer my question, *how can effective curriculum be developed for elementary English language students?*, I have created this project to focus on the writing portion of curriculum development. I have used my research on not only writing, but of how to teach and work with students who are English language learners. As a part of my project, there is not really curriculum specifically geared toward English language learners. Because of this issue, I researched how someone could create a curriculum to fit this need. This has been based off of what I learned through trainings and research. This writing curriculum that I developed will be put in place in my 3rd grade EL group.

As per my research from August (2018), writing curriculum, or even teaching writing, needs to be based in the standards. Without the standards, curriculum would lack validity and would most likely be random information given to students in no such order. To make the instruction meaningful, I have used both the Minnesota English Language Arts standards and the Minnesota Social Studies standards as the basis for the curriculum. The lessons and the materials, will be used in order in which they are used in the general education classroom. My instruction will enhance and further explain what is happening in the classrooms, so students can also participate in the mainstream classroom with confidence and accuracy. Research mentioned in Chapter 2 by August (2018), EL students need to be given grade level content, even if above their language level, to develop concepts as they continue through grade levels.

The next major portion of my lessons is the language objectives. Students only attending mainstream classrooms do not have language objectives, and general education

teachers normally do not include language objectives either. However, it is essential to have language objectives for language students. The language objective must focus on a domain, in this case writing, but using words such as explain, persuade, etc. and sometimes will also include grammar objectives that students will have to meet. The language objectives can be used for any domain, but writing was what was used here in this case.

School A, the school that I currently work at, also uses “I Can” statements so students can understand what they are supposed to be doing and can see the growth and development for themselves. My writing outcome helped meet that need in my lessons. With all of these objectives and outcomes in place, creating the lesson itself came fairly easily. I tried to make the lessons interesting, and realistically, some of these lessons could run into two days depending on student need and how in-depth the lesson could go.

I focused my lesson on Level 3 students, meaning they were not new to country and had basic language skills that need to be taken to the next level and be close to exiting from English language services. I made this decision based off of the currently students receiving English language services in second grade. Like mentioned above, I plan on implemented this next school year so I thought it best to use real student information that I could adjust for future years. However, there are still some instances were a student may be at a Level 2 or a lower Level 3 that needs assistance. Sentence stems and teacher guidance are encouraged for those students, and is mentioned throughout the entire curriculum.

The attachments included also were simple enough that they could easily be adjusted if different reading material would be used, to save on teacher preparation time. I also personally believe that the student work should shine through, rather than having a complex worksheet.

Overall, I think this project does help answer my question of *how can effective curriculum be developed for elementary English language students?* with focus on writing because it is based off of the standards that would be used in the general classroom and focuses on language development. I think that this is a great jumping off point for creating a writing curriculum for other grades and other language levels to meet the needs of the students. I am hopeful for the next school year when I can fully implement a curriculum that will focus on English language development.

Unit One-Ancient Civilizations

Lesson One-The Empire of Egypt

Materials:

- The Empire of Egypt by Michael Ryall
- Attachment #1 p.49
- Pencils

Learning Objective:

MN Social Studies Standard 3.4.3.8.1 Identify methods of communication used by peoples living in ancient times.

Language Objective:

Student will be able to explain the method of communication used in ancient Egypt using nouns such as scribes and hieroglyphics.

Writing Outcome:

I can explain the methods of communication used by Egyptians by “tweeting” to a friend.

Opener (3 minutes):

- T-Good morning class, today we are going to do a very fun activity! I’m sure you all have heard of “tweeting”. Can anyone explain it to the group?
- (Students should explain that it’s a form of social media that people can share ideas and talk with others).
- T-Correct! Now back during ancient times, or a long, long time ago, they didn’t have communication options like we do today. We will be using our book to find

out how Egyptians communicated and we are going to write a “tweet” to explain how they were able to communicate.

Lesson (20 minutes):

- When we look for specific information, we look for nouns and verbs. Who can remind the group what a noun is?
- (Students should explain that a noun is a person, place, thing, or idea).
- T-You’re right! We will use nouns to help us create our tweets. What did Egyptians use for communication?
- (Students should answer with hieroglyphics or drawings.)
- T-Correct! Those words, hieroglyphics and drawings, are both nouns. What type of noun are they?
- (Student should answer things).
- T-You got it! Now what about the word scribe? What is it?
- (Students should answer they were people who did the writing.)
- T-Yes! Is scribe a noun? If so, what kind of noun?
- (Students should answer yes and that it is a person.)
- T-Correct! I am going to give you a blank sheet that is set up like a tweet would be on Twitter (Attachment #1). I want you to write a tweet that would be explaining how the Egyptians would communicate by using the nouns that we talked about. I will write scribe and hieroglyphics on the board for a word bank.
- (Teacher will assist students that are struggling with sentence stems such as but not limited to:)

- _____ is a _____
- _____ means _____

Closing (2 minutes):

- T-Great job! I love everyone's tweets about how the ancient Egyptians communicated. What were the two nouns that we talked about today?
- (Students should answer with scribe and hieroglyphics.)
- T-Correct! How do we know they are nouns?)
- (Student will answer that they are people and things, which makes them nouns).
- T-You got it! Tomorrow we will start learning about The Aztec World!

Lesson Two-The Aztec World

Materials:

- The Aztec World by Lisa Trumbauer
- Attachment #2 p.50
- Pencils
- Colored Pencils

Learning Objective:

MN Social Studies Standard 3.4.3.7.1 Explain how the environment influenced the settlement of ancient peoples.

Language Objective:

The student will be able to explain how the environment influenced the settlement of ancient people by defining nouns, words such as, lake, island, valley, and mountains.

Writing Outcome:

I can explain how the environment influenced the settlement of ancient people by creating a pictorial glossary with sentences using nouns.

Opener (3 minutes):

- T-Good morning class! I know last writing lesson we focused on nouns, and today we will as well. We will be using nouns to describe how the environment influenced the settlement of the ancient people. Who can remind us what nouns are?
- (Students would say that they are a person, place, thing, or idea.)

- T-Right, so if I say the following words, lake, island, valley, and mountain, what would those things be considered as?
- (Students would say nouns.)
- T-Right! What type of noun?
- (Student could say either place or thing).
- T-Correct, we are going to be defining these nouns and then using them in a sentence to explain how they influenced settlements of the Aztecs.

Lesson (20 minutes):

- T-Alright, let's take a look at the worksheet we will be filling out (Attachment #2). We will need to write down the word we will be defining under the box, and writing the definition. We can then draw a picture in the box. We will do this for all four words, so we understand them better so we can more effectively use them in a sentence at the end.
- (Teacher helps students find the definitions in the book, or using their own words, fills in the information).
- T-Great! I love the pictures, it helps me to better visualize these nouns. Now, we need to write a sentence that explains how these nouns affected the Aztecs. Let's use this sentence stem:
 - Mountains, valleys, lakes, and islands influenced the Aztec settlements because...
- T-Now we need to help explain why those things influenced the Aztecs. Think about each noun and how that influenced their settlement decisions.

- (Teacher can help lower level students if stuck on completing the sentence but having them talk out loud first before writing).

Closing (2 minutes):

- T-You all had such wonderful drawings and sentences. Who can remind the group what nouns are?
- (Student would offer person, place, thing, or idea as answers.)
- T-Right! And who can give some examples of some of the nouns we've been talking about?
- (Student can share any nouns from the Aztec lesson or the Egypt lesson.)
- T-That's right! Having a better understanding of the nouns and the meanings behind them can help us to make and write better sentences. Tomorrow, we will be moving onto ancient China!

Lesson Three-China Long Ago

Materials:

- China Long Ago by Michael Ryall
- Attachment #3 p.51
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Language Objective:

Students will be able to explain the main idea and supporting details by using a concept map and sentence stems, such as _____ is _____, _____ lived in _____, and _____ was _____.

Writing Outcome:

I can create a concept map to identify the main idea and details about each chapter in the book.

Opener (3 minutes):

- T-Good morning class. Since we have finished reading our book, we will continue to work on identifying the main idea and the supporting details from the book. Who can remember what a main idea is?
- (Teacher waits for responses and helps identify correct answers)

- T-Correct, the main idea is what the story or a specific chapter is mostly about. What about supporting details? Think about the word supporting, why is that important?
- (Teacher helps students and helps identify the correct answers)
- T-You're right, it gives more information about the main idea and the word supporting means that it helps the main idea! We have already discussed some about main idea and details and we will write them down now using a concept map.

Lesson (20 minutes):

- T-We will be using this concept map (Attachment #3) to identify the main idea of each chapter, and then to find the supporting details for each. Let's start with the first chapter, what would be the main idea for chapter one? Use your book to help you find your answer.
- (Students should correctly identify the answer being where ancient China was).
- T-Correct! How do we know?
- (Students share that the entire chapter was about its location).
- T-You are correct. So we need to write that in the inside circle because the rest of the details should stem from the main idea. We need to make sure we write a complete sentences as well.
- (Teacher makes sure that students write the main idea in a complete sentence. Examples of this could be but not limited to; Chapter one was about the location of ancient China., Where was ancient China located?, etc.)

- T-Wonderful! Now need to look at the information in the book that supports, or helps, the main idea. There can be many different supporting details in a section, but we will be writing down four for each main idea. We may not have the same details, as there will be many details, but they all need to help support the main idea. Can someone give me an example of one?
- (Student could supply many details from the chapter, one possibly being, People settled along the Yangtze and Wei rivers.)
- T-Make sure that you sentences are complete and have correct punctuation.
- Have students complete and finish the concept map. Support students as necessary. Students may need help using complete sentences. Some possible sentences stems to provide students could be but not limited to:
 - _____ is _____
 - _____ is in _____
 - _____ lived in _____
 - _____ was _____
 - _____ made _____

Closing (2 minutes):

- T-Wonderful work today students! You have correctly identified a lot of details to support your main ideas for these chapters! Who can help remind us what a main idea is again before we leave for the day?
- (Students should be able to explain that a main idea is what the story or chapter is mostly about.)

- T-Correct! Who can help explain what supporting details are?
- (Students should be able to explain that a supporting detail helps the main idea and gives more information.)
- T-Wonderful job today everyone. Tomorrow we will start learning about another ancient civilization, The Kingdom of Kush.

Lesson Four-The Kingdom of Kush

Materials:

- The Kingdom of Kush
- Attachment #4 p.52
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.3.3 Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect.

Language Objective:

Students will be able to explain the sequence of events in Kush history by using sequencing words such as first, next, then, and last.

Writing Outcome:

I can explain the sequence of events in Kush by using a timeline and sequencing words.

Opener (3 minutes):

- T-Welcome back class! Today we will be working with our last ancient civilization in this unit, the kingdom of Kush. We will be using sequencing to help us show the events that happened here. Who knows what sequencing is and can explain it to the group?
- (Students should be able to explain that sequencing shows an order of events.)
- T-Exactly, and we can use some words to help show those sequences in order. Anyone have an idea of what some of those words might be?

- (Students could provide a multitude of examples, such as first, second, third, next, then, after, etc.)
- T-Lots of great answers! We will first organize the events on a line, and then write below our timeline what happened in the Kingdom of Kush! Using a timeline can help you better see the information.

Lesson (20 minutes):

- Like mentioned earlier, using timelines can help give a quick view of the information and to quickly reference the information. Many history books use timelines to show the order of events. We will write in information on the timeline here on our worksheet (Attachment #4) and then on the lines below, write out using sequencing words what happened.
- (Students can fill out using the book what happened in the kingdom of Kush).
- T-Wonderful! Now we have all of our information laid out for us neatly so all we need to do is write in complete sentences and use sequencing words. You mentioned many sequencing words earlier in the lesson, so you can use any of those mentioned, or any other ones you need. Let's start it off with the word first. First... continue this sentence and then move onto the next event. Don't forget your sequencing words and complete sentences!
- (Students write out their sentences using sequencing words. Assist students as needed).

Closing (2 minutes):

- T-Awesome job today everyone! Using a timeline can help you organize sequence of events much more easily. Sequencing words also are great to show order of events. Let's name some off ones more before we end our lesson for today.
- (Students name off sequencing words like first, then, next, etc.)
- T-Wonderful! Tomorrow we will start a lesson about comparing all of the civilizations we've talked about so far.

Lesson Five-Comparing Ancient Civilizations

Materials:

- The Empire of Egypt by Michael Ryall
- The Aztec World by Lisa Trumbauer
- China Long Ago by Michael Ryall
- The Kingdom of Kush by Michael Ryall
- Attachment #5 p.53
- Pencils

Learning Objective:

MN Social Studies Standard 3.4.3.9.1 Compare and contrast daily life for people living in ancient times in at least three different regions of the world.

Language Objective:

Students will be able to explain similarities and differences in ancient times by using comparing words, such as similar, like, unlike, different.

Writing Outcome:

I can write a complete paragraph of at least four sentences by using comparing words to compare and contrast ancient life from Egypt, Kush, China, and the Aztecs.

Opener (3 minutes):

- T-Welcome back class! We are wrapping up our unit on ancient civilizations. We will be comparing the similarities and differences between the four different civilizations. Can anyone remember the four kingdoms we've talked about in the last couple weeks?

- (Students should answer with Egypt, Kush, China and Aztec).
- T-Correct! We will be comparing and contrasting these civilizations. Who can tell me what comparing means?
- (Students should be able to explain that it is showing how two or more things are alike, assist students as needed.)
- T-Correct! So if comparing means to tell how two or more things are the same, what do you think contrasting means?
- (Student should be able to explain how two or more things are different from each other.)
- T-Exactly right. We will be writing a complete paragraph to show these similarities and differences between these four civilizations.

Lesson (20 minutes):

- T-We will be using the information we gathered from our four previous writing lessons to help us more easily compare the four civilizations. We will also be using this checklist (Attachment #5) to help us complete our writing. You will need to make sure to write at least four sentences. We also need to make sure that our writing is in complete sentences and has good punctuation and spelling. Make sure you are using comparing and contrasting words such as, like, unlike, and same as. Explain how these places are similar and different. You can use the following sentences starters to help, but you can create your own sentences if you need,
 - One way _____ is like _____ is _____ because...

- However, _____ is unlike _____ because...
- (Assist students as needed. Students should be able to use the information from the previous lessons to help them find their similarities and differences. The checklist should be used as a guide to help them form their paragraphs. Students that continue to struggle should talk out what is the same and different with the teacher so they can then write down their ideas).

Closing (2 minutes):

- T-Great job everyone! I love all of your comparisons! Even though these civilizations were a long time ago, it's neat to see how similar some are, but also how different they were! Can someone give an example of one similarity between two of the civilizations?
- (Students can provide a multitude of answers that shows a similarity.)
- T-Great example! Can someone share a difference?
- (Students can provide a multitude of answers that shows a difference.)
- T-You all are rockstars! Great job during this unit! We will be moving onto our new unit, Early America.

Unit Two-Early America

Lesson Six-Spanish Explorers

Materials:

- Spanish Explorers by Barbara Brannon
- Attachment #6 p.54
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Language Objective:

Students will be able to compare and contrast explorers by using a comparison chart by using descriptive words.

Writing Outcome:

I can use a comparison chart to organize the information about the Spanish explorers.

Opener (3 minutes):

- T-Hello class! This unit we will be discussing early America and some of its explorers. We will start with the Spanish explorers. We will be comparing and contrasting these explorers and the things they did. We've talked about comparing and contrasting in our previous lessons, but it's always good to reinforce a commonly used strategy. But first, who can help remind the group what comparing is?

- (Students should be able to explain that it is showing how two or more things are alike, assist students as needed.)
- T-Correct! So if comparing means to tell how two or more things are the same, what do you think contrasting means?
- (Student should be able to explain how two or more things are different from each other.)
- T-That's it! We will be using a comparison chart, that is, a table that we fill in information about the different explorers to help see the similarities and differences, to be able to tell the difference between them. I will hand out the charts (Attachment #6) we will do some of the questions together.

Lesson (20 minutes):

- T-Alright class, we will be focusing on the three explorers, Juan Ponce de Leon, Hernando de Cortés, and Francisco Pizarro. We have three questions to answer for each of them. Let's work on the first question together. The first question is "Where was this man from?" Use your book to help you find the answers. Let's make sure to use complete sentences. A good sentence stem to use would be _____ was from _____ .
- (Students should be able to use the sentence stems to finish the first row in the comparison chart).
- T-Great job everyone! Now let's compare and contrast these explorers. Who can tell me how they are the same and different?
- (Students should be able to show that all three explorers were from Spain.)

- T-Correct! Using a comparison chart is helpful to quickly look and see the similarities and differences. Let's continue to fill out the rest of the chart and see if the explorers continue to have similarities or if we get some differences as we learn more about them.
- (Continue to fill out the chart, using sentence stems to help lower students. Sentence stems that could be used, but not limited to, _____ explored _____ and _____ found _____, etc. After each completion of a row, the group should discuss how the answers were similar or different).

Closing (2 minutes):

- T-Wow! Lots of similarities and differences between these three explorers. Why do you think we use comparison charts to help us?
- (Students should give reasons why to use comparison charts, such as, information is more organized, information is more clear, easy to find answers, etc.)
- T-You are right! Whenever you need to compare and contrast something, especially three or more things, take advantage of using a comparison chart to organize your thoughts. Great job today!

Lesson Seven-The Thirteen Colonies

Materials:

- The Thirteen Colonies by Joanne Wachter
- Attachment #7 p.55
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Language Objective:

Student will be able to make inferences from the text by connecting what they read to what they know.

Writing Outcome:

I can use a table to make inferences and make connections to the text by using complete sentences.

Opener (3 minutes):

- T-Hello everyone! Today we will be working on inferences. An inference is when you combine what you know with clues from either text or the real world. I want you to imagine that I walked into school today and I was dripping wet. What do you think happened?
- (Students can give a variety of answers, ranging from it rained, you fell in a pool, you had water dumped on you, etc.)

- T-Based off of your own personal background knowledge, you can make decisions based off of what you know and what you saw. That's inferencing! We will be doing that with our reading.

Lesson (20 minutes):

- Take a look at our worksheet (Attachment #7). Because we all have our own personal background knowledge, we can come up with a variety of inferences from the text. We will be writing them in the boxes by using complete sentences. Remember a complete sentence is a complete idea. So first, you need to write down a sentence into the text clue box. Then you need to write down your idea that connects with the text clue-make sure that it's a complete sentence! Finally, you need to combine with what you know with the text to make your inference! All boxes need to have a complete sentence. For the center box for what you know, you can use the sentence starter: I know... and for the inference box, you may use the sentence starter: My inference is...
- (Assist students as necessary.)

Closing (2 minutes):

- T-Great job today everyone! Text inferences are sometimes tricky, but you can and should use text inferences with every text you read! Using inferences will help you better understand the story and make connections to it. Remind us again, what are inferences?
- (Students should be able to explain that inferences combine what you know with the information given.)

- T-Correct! Again, great job everyone. Tomorrow we will focus on the Jamestown community and continue to learn more about early America.

Lesson Eight-The Jamestown Community

Materials:

- The Jamestown Community by Deanne Kells
- Attachment #8 p.56
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

Language Objective:

Students will be able to explain the historical events of Jamestown by using causal language, such as because, therefore, and so.

Writing Outcome:

I can show cause and effect relationships to show the events of Jamestown.

Opener (3 minutes):

- T-Welcome back! We will be talking about cause and effect relationships. Cause is when something happens and the effect is what happened because of the cause. Let's imagine that I hit a bump while driving to school today and spilled coffee all over myself. Who can tell me what the cause is?
- (Students should say that the bump while driving was the cause).
- T-Exactly right! And what happened to me because of that bump?
- (Students should say that I spilt coffee on myself).

- T-Perfect! That would be the effect in this situation. When we talk about history, we see a lot of cause and effect relationships. In our story about Jamestown, there were many cause and effects, which we will explain further today.

Lesson (20 minutes):

- T-When we look for cause and effect relationships, we need to see something happen because of something else. Let's do the first one together. I see that the King of England wanted to have Jamestown but some colonist didn't like that, so some of them moved away. Does that show a cause and effect relationship?
- (Students would respond with yes.)
- T-Yes! When I read that sentence, I heard a special word that helps show these relationships. Did anyone hear it? I can repeat it again so listen carefully!
- (Teacher would repeat sentence and see if students can pick out the word, so.)
- T-Yes, it's the word so! Words like so, because, and therefore are perfect for showing a cause and effect relationship. So we are going to use our worksheet (Attachment #8) and fill in the cause in the first column, we will put our causal word in the middle column, and our effect in the last column! Let's find more cause and effect relationships to show what happens to Jamestown.
- (Teacher will assist students with forming sentences and finding the cause and effect relationships.)

Closing (2 minutes):

- T-You all did fantastic! But I have one more cause and effect relationship I want you to help me with. You all worked really hard, so I am proud of all of you!
Can anyone tell me what the cause and effect relationship there is in that sentence?
- (Students would say the cause is that they worked hard and the effect is that I am proud of them.)
- T-You got that right! And did anyone hear which causal word that I used?
- (Students would say so).
- T-Exactly right! I am so proud of all of you. Continue to keep working hard as we move onto our next lesson!

Lesson Nine-Early America

Materials:

- Spanish Explorers by Barbara Brannon
- The Thirteen Colonies by Joanne Wachter
- The Jamestown Community by Deanne Kells
- Writing paper
- Pencils

Learning Objective:

MN Language Arts Standard 3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Language Objective:

Students will be able to persuade by using linking words such as because, therefore, since, and for example.

Writing Outcome:

I can write a persuasive piece on the development of America by using linking words.

Opener (3 minutes):

- T-Welcome back! We have learned a lot about early America with its explorers and early communities. We are going to be combining what we have learned with how North America is now. You will be writing an opinion piece to persuade others about how these early events contributed to today's society. Before we get started, who can explain what an opinion is?

- (Students would explain that it's your own thoughts, it may not be other people's ideas or agree.)
- T-You are right! How can you convince someone to agree with your opinion?
- (Students can give a variety of answers, but help students come up with the answer of giving information that your answer is the best answer.)
- T-Right, people like information to form opinions, so to persuade, or convince, someone to agree with you, it's good to give them information that supports your arguments.

Lesson (20 minutes):

- T-You will be writing a paragraph that using information from the books we have read to provide that information as to why North America is the way it is. Using linking words such as, because, therefore, since, and for example are great to give information to your opinion. To use these linking words, provide your opinion to persuade your reader and then add your linking word, and then the information that supports your argument. Here is an example sentence, I think dogs are the best pets because they are often called man's best friend. Remember to use complete sentences and linking words!
- (Assist students as necessary to form their arguments and use linking words. Students' papers can be a variety of lengths, depending on their argument, but should be at least 4-6 sentences to have a well formed argument.)

Closing (2 minutes):

- T-Your papers are wonderful! The linking words are very helpful to persuade readers of your argument. Linking words help connect your opinions with information pulled from the text. What are some examples of linking words?
- (Students could say because, so, therefore, since, and for example.)
- T-Awesome! Linking words are a great tool to help excel your writing to the next level and make complete thoughts and arguments. Linking words are very helpful for persuasive arguments. Great work today everyone!

Unit Three-The United States
Lesson Ten-The Midwest Region

Materials:

- The Midwest Region by Victoria Leonardo
- Attachment #9 p.57
- Pencils

Learning Objective:

MN Social Studies Standard 3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States, or the world.

Language Objective:

Student will be able to use location words and directional words such as left, right, up, down, after, before, between.

Writing Outcome:

I can write directions to a mystery location using directional words.

Opener (3 minutes):

- T-Good morning class! Have you ever watched your families follow directions to get somewhere?
- (Students will respond with yes or no answers.)
- T-Directions are very helpful when trying to get somewhere new. If I were to try to give you directions on how to get to the park from our school, what could some things I could say to help you get there?

- (Students will give example phrases on directions to the park. Answers will vary.)
- T-I heard some great directions. I heard a lot of you tell me to go left or right, or go down the street, or that it's between two different colored buildings. All of those are great directional words that are necessary to help me find what I was looking for. Today, I will be giving you a map and you will be picking the final location but writing directions to the location and hopefully your partner will reach the correct destination!

Lesson (20 minutes):

- T-Here is a map of a community with lots of different places (Attachment #9). We will all start at the stadium and then you need to think of a location that you want to end up at.
- (Have students decide where the end point will be, without saying them outloud.)
- T-Great! Now you will be writing down the directions to get to your final destination. You can go in any direction you'd like! Just make sure that your directions lead up to the destination so your partner can find the right spot. Here are some examples you could use. Take a left once you leave the stadium and go two blocks. You will take a right and continue.... etc. You will be writing the directions on a separate sheet of paper. At the very end, you should have the sentence stem, You have arrived at... and your partner will write in the answer of where they think you wanted them to go. So be descriptive and careful with your directions!

- (Teacher can assist student with the directions and using the directional words. When students finish, they can partner up to have their partner find the destination.)

Closing (2 minutes):

- T-Awesome job everyone! I love everyone's directions! I know I can count on all of you to help me find where I need to go if I ever need it! Before we leave for the day, remind the group of what some locational words are.
- (Students can say a variety of answers, such as left, right, between, etc.)
- T-Awesome work today everyone! This was really fun. Tomorrow we will be looking at another region of the United States, the Pacific Northwest!

Lesson Eleven-The Pacific Northwest Region

Materials:

- The Pacific Northwest Region by Victoria Leonardo
- Attachment #10 p.58
- Pencils

Learning Objective:

MN Language Arts Standard 3.6.8.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language Objective:

Students will be able to differentiate between different facts and sort them into categories and rewrite information in their own words.

Writing Outcome:

I can sort through information and sort it into categories and rewrite the information in my own words.

Opener (3 minutes):

- T-Welcome back everyone. Today we are going to focus on sorting information. Sorting information is a great skill to have. We are also going to be rewriting the information in our own words because when writing papers, we can't copy the words of others, as that is called plagiarizing. Now imagine I listed a bunch of different things such as cat, dog, hamster, fish. What category could we put those things in?

- (Students could respond with pets, animals, etc.)
- T-Exactly! Some categories can have different labels, depending on how you sort them. We will be doing this with the information in our book.

Lesson (20 minutes):

- T-I want you to think about the information that you have read about in our book. I want you to think of three different categories that you could sort some of the information in. It could be anything from food, history, etc.
- (Teacher helps student think of three different categories based off of the information they find and want to write about.)
- T-Great! Now that you have your categories, I want you to find the information to go into those categories. But I don't want you to just copy what is there. I want you to think about the information and rewrite the information in your own words. Let's look at a phrase together. "The Pacific Northwest is near the ocean. The ocean is part of the environment. The Pacific Northwest is near the Pacific Ocean (Leonardo, V., 2005, p.10)." How can we rephrase this so it's not plagiarizing the information? What kind of category is this?
- (Students can come up with a variety of answers, as long as it's not copying the information.)
- T-Great! Now find information that fits into your categories that's important to know about the Pacific Northwest.
- (Teacher will assist students with sorting the information and helping students rephrase the information into their own words)

Closing (2 minutes):

- T-You all did an amazing job with sorting and rephrasing the information. What were some important pieces of information that you included and rephrased?
- (Student answers may vary.)
- T-Wonderful! This is a great skill to have to be able to sort what you have learned, and be able to write about it later, especially when you get older and need to write papers in your own words! Nice job everyone!

Lesson Twelve-The Southeast Region

Materials:

- The Southeast Region by Barbara Andrews
- Paper
- Pencils
- Colored Pencils

Learning Objective:

MN Language Arts Standard 3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Language Objective:

Students will persuade readers to either live or not live in the Southeast region using positive and negative words.

Writing Outcome:

I can write a write a letter about living in the Southeast region by using positive and negative words.

Opener (3 minutes):

- T-Welcome everyone, what a wonderful day it is today! Now from what I just said, do you think what I was positive or negative?
- (Students would respond with positive.)
- T-How could you tell?
- (Students would respond with the word wonderful).
- T-Right! Now what if I said it's a crummy day outside?

- (Students would respond with negative because of the word crummy.)
- T-Right! We can call these words positive and negative. What we will be doing today is writing a letter trying to convince someone that they should either live or not live in the Southeast region.

Lesson (20 minutes):

- T-Let's imagine I plan on moving. You have already learned a lot about the Southeast region already and I'm debating about living there. I want you to write a letter to me to try to convince me to move there, using positive words, or to convince me not to move there by using negative words. Remember from our last writing lesson that including information to prove your point is essential to make your opinion stronger!
- (Teacher will help students form the letter and help them use creative positive or negative words to write a persuasive letter.)

Closing (2 minutes):

- T-I loved your letters! I can tell some of you have very strong opinions! Who would like to share some of the positive and negative words that they used in their letters?
- (Student answers may vary. Possible answers could be perfect, disgusting, etc.)
- T-Great creative thinking everyone. Using these words can help you make more interesting and convincing writing!

Unit Four-Habitats

Lesson Thirteen-Tropical Rainforests

Materials:

- Tropical Rainforests by Barbara Brannon
- Poster or printer paper
- Pencils
- Colored Pencils

Learning Objective:

MN Language Arts Standard 3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Language Objective:

Students will be able to explain the effects of pollution by using casual language such as because, but, and so to convince others to help stop pollution.

Writing Outcome:

I can write a public service announcement to convince people to stop pollution by using cause and effect language.

Opener (3 minutes):

- T-Good morning everyone. Who thinks they know what a public service announcement is?
- (Student answers may vary).

- T-A public service announcement is when a message is sent out to a community or the public to raise awareness about an issue and/or change their opinion about something. Now after reading about the tropical rainforest and the effects that people have on it, we are going to make a public service announcement or PSA poster to try to explain the cause and effects people have on tropical rainforests.

Lesson (20 minutes):

- T-At the top of your poster, you should create the title or focus on what your announcement will be about. It could be about cutting down trees, hunting animals, etc. An example title could be Stop Cutting Down Trees. Leave a portion open for a picture that we will draw later. Under the picture, you will need to write your reasoning for people to stop doing or to change. Use the information in the text to help you form your opinion. Remember from previous lessons that using information will help your opinion be stronger. Include many examples to help form your opinion!
- (Teacher will assist students in deciding on their PSA topic and then writing what they want people to stop or change. Help students find information that fits in with their topic and their opinion.)

Closing (2 minutes):

- T-You all did a great job! I can tell some of you are very passionate about your topic, and using information from the text helps support that! What were some of the things you are announcing so others can hear?
- (Student answers may vary.)

- T-What has been most helpful to be convincing?
- (Student answers may vary, answers could include using information from the text, etc.)
- T-Right. Most people are convincing and get others to side with them when they back it up with facts. Many people can be opinionated but it's using facts that you can try to get others to side with what you say. Great job everyone, we will finish our posters' drawings tomorrow before we start in our next book.

Lesson Fourteen-Dry as a Desert

Materials:

- Dry as a Desert by Libby Romero
- Attachment #11 p.59
- Pencils

Learning Objective:

MN Language Arts Standard 3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Language Objective:

Students will be able to ask questions by using interrogative words such as who, what, when, where, why, and how.

Writing Outcome:

I can write questions using words like who, what, when, where, why, and how to my partner and respond to questions as well.

Opener (3 minutes):

- T-How are you class?
- (Students would respond, answers may vary.)
- T-What have you worked on today?
- (Students would respond, answers may vary.)
- T-Why do you think I'm asking all these questions today?
- (Students would respond, answers may vary.)

- T-Today we are going to be focusing on asking questions to each other about the book and answering each others questions. When we ask a question, we usually use a few words to help us form the questions. I already have asked a few questions that used some of these words. Can anyone tell me what they were and what some others may be?
- (Students would respond, but assist if students can't figure out the words. Answers should include who, what, when, where, why, and how.)
- T-You got it! We will be using these words to help form the questions that you will ask. You will switch papers later and respond to their questions by using your own words about the information from the book.

Lesson (20 minutes):

- T-You will be using Attachment #11. In the first column, you will be writing questions, using the interrogative words who, what, when, where, why and how. The questions should about the reading. Think of it like you are creating a test and you are going to quiz your partner. Think of questions to ask that your partner would have to look up in the book. An example sentence could be where are deserts located? Be creative!
- (Teacher will assist students forming questions. Students that are struggling should try to pick a interrogative word first and then try to finish the sentence.)
- T-Great! Now that you have made a few questions, switch with a partner and write the answers the questions. Don't forget to use complete sentences and use your own words when answering!

Closing (2 minutes):

- T-Great job with your questions! We ask questions when reading because it helps us process what we are learning more easily. We should always question while we read. Does anyone have any questions for me before we leave for today?
- (Students can ask questions and the teacher will respond.)
- T-What words did you use to help form your sentences?
- (Students answers may vary but could include who, what, when, where, why and how).
- T-Great job class! I look forward to seeing you again tomorrow!

Lesson Fifteen-Coral Reefs

Materials:

- Coral Reefs by Barbara Brannon
- Blank Printer Paper
- Pencils
- Colored Pencils

Learning Objective:

MN Language Arts Standard 3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Language Objective:

Students will explain in descriptive detail about the coral reef as an advertisement to visit.

Writing Outcome:

I can make an advertisement about the coral reef and describe it in detail.

Opener (3 minutes):

- T-Hello everyone! Tell me about the last commercial or advertisement you've seen.
- (Student answers may vary.)
- T-Advertisements usually provide a lot of different details to get someone interested in buying or visiting somewhere. Commercials for visiting somewhere usually tell about the important details of that place and some things that it's well

known for. We are going to make an advertisement for a coral reef, it doesn't to be a specific one, but to try to get someone to come visit one!

Lesson (20 minutes):

- T-We will draw and write our advertisement. Remember, a good advertisement uses a lot of adjectives. Who can remind us what adjectives are?
- (Students would respond with describing words.)
- T-Yes! What are some examples of describing words?
- (Student answers may vary, answers could be colors, textures, looks, etc.)
- T-Good adjectives! When it comes to commercials, be descriptive! Explain the things that someone could see at the coral reef that are mentioned in our book.
- (Teacher will assist students as necessary being descriptive with the advertisement. When students have finished writing, they can draw a picture to go along with the text.)

Closing (2 minutes):

- T-Great commercials everyone! Using those descriptive words really brings the advertisement to life! What were some adjectives that you used?
- (Students can answer with colorful, enormous, lively, etc.)
- T-I love colorful descriptive words. The more colorful the better! Remember to use colorful adjectives to make your everyday writing that much better! See you all next time!

Attachment # 1

The image shows two identical blank Twitter or Tweet form exit tickets. Each form is a vertical speech bubble with a pointed bottom. Inside each bubble, there is a blue Twitter bird icon in the bottom left corner. To the right of the bird is an '@' symbol followed by a horizontal line for a username. Above the '@' symbol is the word 'tweets' followed by a horizontal line for the tweet content. Below the 'tweets' line are four more horizontal lines for additional text. The forms are outlined in black and have rounded corners.

Source: Blank Twitter or Tweet Form Exit Ticket. (n.d.). Retrieved from

<https://www.teacherspayteachers.com/Product/Blank-Twitter-or-Tweet-Form-Exit-Ticket>

-2053441

Attachment #2

Name: _____

Date: _____

Directions: Write each vocabulary word under a box. Write the definition for that word.

At the bottom, use all of the vocabulary words to write a complete sentence.

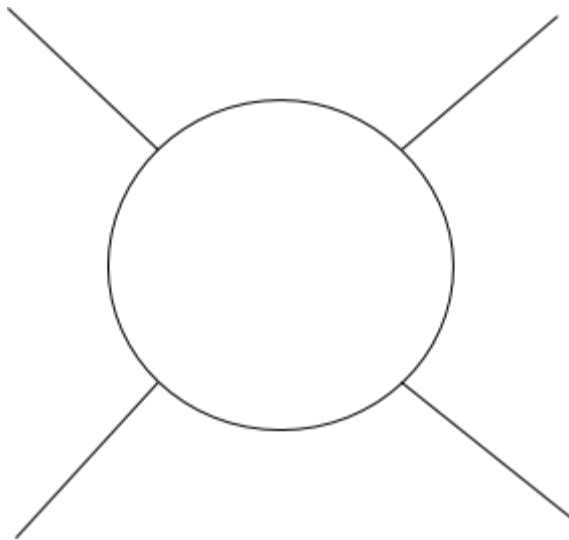
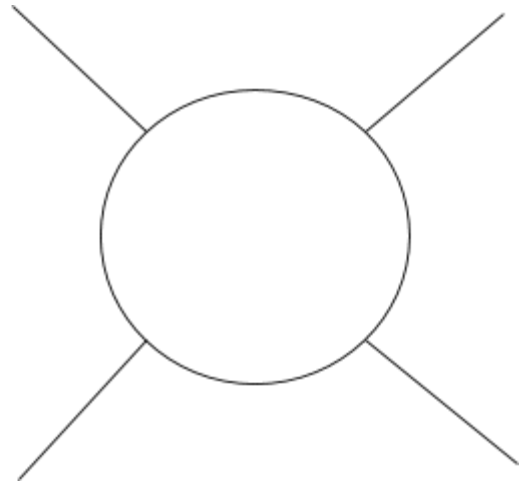
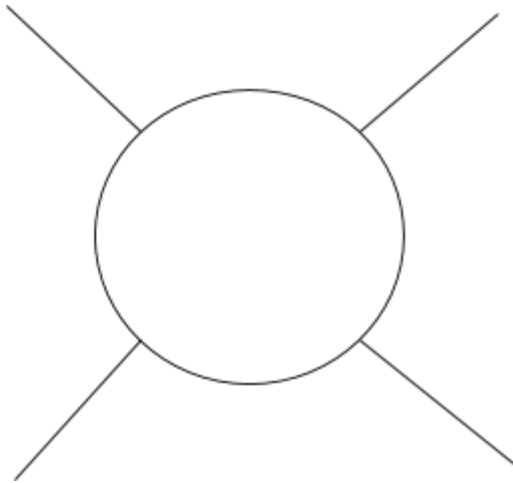
mountain	valley	lake	island
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Attachment #3

Name: _____

Date: _____

Directions: Identify the main idea and place it in the center circle. Identify the supporting details and place them on the lines extending from the center circle.

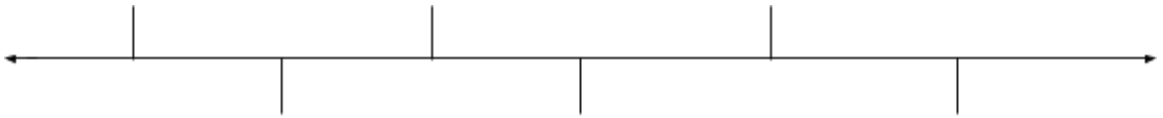


Attachment #4

Name: _____

Date: _____

Directions: Mark on the timeline events that occurred. Then on the lines below, write complete sentences the events that happened.



Attachment #5

Name: _____

Date: _____

Directions: Use the checklist to help you write a complete paragraph.

- Did I use a complete sentence?
- Do I have capital letters at the beginning of my sentences?
- Do I have punctuation marks?
- Do I have at least 4 sentences?

Attachment #6

Name: _____

Date: _____

Directions: Use your book to fill in the information in the chart below. Remember to use complete sentences.

	Juan Ponce de Leon	Hernando de Cortés	Francisco Pizarro
Where was this man from?			
Where did this man explore?			
What happened when this man explored?			

Attachment #7

Name: _____

Date: _____

Directions: Use your book to fill in the information in the chart below. Remember to use complete sentences.

	Text Clues	What I Know	Inference
Chapter 1			
Chapter 2			
Chapter 3			

Attachment #8

Name: _____

Date: _____

Directions: Fill in the columns with cause and effect relationships from the book.

Cause	Causal Word	Effect

Attachment #9



Source: Pet Society Neighborhood Map. (n.d.). Retrieved from

<http://petsocietyaddicts.blogspot.com/2009/02/pet-society-neighborhood-map.html>

Attachment #10

Name: _____

Date: _____

Directions: Create categories that you can sort information into. Fill in the information in your own words.

_____	_____	_____

Attachment #11

Name: _____

Date: _____

Directions: In the first column, write your question. In the second column, a partner should answer the question.

Question	Answer

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