

Samuel Gonzalez

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Education 469 ESL Methods

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Final Unit Plan

Introduction

The subject this social studies unit has children focus on is geography in regards to their local neighborhood. This lesson is constructed with the background knowledge of community pillars within the community. The title of the Unit will be; "Hunting Park, Our Community." Students will learn, understand and identify key locations, elements and cultural impacts within their community through understanding the geography of the community and how it impacts their home, the school, and the community. With 85% accuracy. Students will be assessed as they will submit as a group; A portfolio project that describes different elements of their community. Students will use a chart paper that they can include elements about their community from the other days. This should basically be putting information already submitted in one chart. They will use pictures and verbal language during a presentation of the chart paper portfolio to describe elements of their community. Also, Small formative assessments will be conducted through classwork graphic organizers they will complete and also a final project that brings all of these elements together into one board.

Unit and content:

The students: 25 Kindergarten Students from North Philadelphia. Proficiency levels unknown as they have not been tested yet. This unit is made with an average student in mind, with plenty of

scaffolding throughout the process to account for students who may have a more difficult time understanding the content.

Major concepts and skills being taught, organized by objective of the lesson and standards being met.

Monday

Standard - 7.1.K.A

Interpret a simple map of a known environment.

Daily objective:

Students will identify their community map by interacting with it and matching certain characteristics of it with 85% accuracy.

Tuesday

Standard - 7.1.K.B

Describe the location of places in the home, school, and community to gain an understanding of relative location.

Daily objective:

Students will describe similarities in their homes, schools and community to understand they are very much so similar but also still unique.

Wednesday

Standard - 7.2.K.A

Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.

Daily objective:

Students will identify key business in their community that distinguish their local area and use those businesses to learn about engineering.

Thursday

Standard - 7.3.K.A

Describe how weather affects daily life.

Daily objective:

Students will identify the changes in weather in their local area and use those changes to distinguish the four seasons.

Friday

Standard - 7.4.K.A

Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

Daily objective:

Students will identify different water bodies in their area and learn about the water cycle.

Methods and Activities:

The goal of this unit is to allow the students to learn about the community they live in. They need to know who they are before they can learn about the rest of the world and by learning who they are in regards to their community and the main points of their community this will allow them to learn more about themselves and their childhood. Each lesson has a graphic organizer component or related writing activity where students are able to respond to their learners. Each lesson also leads to a project that is centered around answering the following key questions:

1. Who am I?
2. Where do I come from?
3. What is in my neighborhood?
4. How does my neighborhood compare to other places?
5. What kind of weather does my neighborhood experience?
6. What bodies of water do I drink, shower and use daily?

The unit culminates with a project that describes different elements of their community. Students will use a chart paper that they can include elements on about their community from the other days. This should basically be putting information already submitted in one chart. They will use pictures and verbal language during a presentation of the chart paper portfolio to describe elements of their community. There are five state standards being met within the unit. These include;

2. **Standard** - 7.1.K.A Interpret a simple map of a known environment.

3. **Standard** - 7.1.K.B Describe the location of places in the home, school, and community to gain an understanding of relative location.
4. **Standard** - 7.2.K.A Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.
5. **Standard** - 7.3.K.A Describe how weather affects daily life.
6. **Standard** - 7.4.K.A Identify local bodies of water and landforms to gain an understanding of their impact on the local community.

These defining questions to self and the use of the chosen standards fall into an intentional unit that is aimed at helping students understand their local community and thus understand the local cultural values. This is extremely important for new students to be able to understand and develop in this area of cultural norms in order to become more a part of the school community.

Lesson plans:

Daily Lesson Plan Template		
Instructional Context		
Student's Name: Samuel Gonzalez		
Cooperating Teacher's Approval: N/A		
Unit of Study: Social Studies	Topic: Introduction to Maps	Grade: Kindergarten
Allocated Time: About 45 minutes		Student Population: About 25 students
Instructional Focus		

<p><i>Common Core, State Standards or District Requirements</i></p> <p><i>WIDA Standards</i></p>	<p>Specific Number:</p> <p>Standard - 7.1.K.A</p> <p>Exact Wording: Interpret a simple map of a known environment.</p> <p>16.5.PK-K.2L Point to story locations on a map after a shared reading.</p>
<p><i>Instructional Objective Statement</i></p>	<p><i>Students will identify their community map by interacting with it and matching certain characteristics of it with 85% accuracy.</i></p>
<p><i>Assessment of Objective</i></p>	<p><i>Students will mark 5 community pillars within their community and turn in this graphic organizer.</i></p>
<p>Estimated Time↓</p>	<p>Instructional Elements/Procedure</p>
	<p>Engagement/Introduction:</p> <ul style="list-style-type: none"> ● We will be learning about maps today! ● Turn and talk, what do you know about maps? <ul style="list-style-type: none"> ○ Give students 30 seconds to talk about what they know about maps. ● Have students share what their partner stated during the turn and talk ● Explain to students that we will watch a video that will teach us about maps and things that help us understand a map. ● https://www.youtube.com/watch?v=IwBe7e8d74Y - watch the video with students ● Video Review <ul style="list-style-type: none"> ○ Show photos of the map, compass rose, north, south, east and west all on the compass rose. Show the scale, the map key, the coordinates, latitude and

	<p>longitude. Have the students raise their hand and tell you what is the item on each picture as you stroll through them.</p>
	<p>Representation/Developmental Activities:</p> <ul style="list-style-type: none">● Now we are going to label the things in our community here in Hunting Park. We are going to draw a map on a blank sheet of paper and together we are going to label the things in our community. We will focus on the large places, not every single store.● Conduct this activity with the entire class watching you do so and ask the following prompts along the way:<ul style="list-style-type: none">○ What do you think is this big building right here with a yard behind it? Our school, Esperanza Academy Elementary School○ What is this building with a parking lot next to Taco Bell and Dunkin? Cousins Supermarket○ What is this large block that is colored Blue and gold and includes a school? Esperanza● Following the completion of the of the map leave it on display for the entire class to see. Then explain to students they are going to go to their desk and complete the same map individually at their desk. They are free to color once they have the map completed completely in pencil and labeled.
	<p>Expression/Closure:</p> <ul style="list-style-type: none">● Summarize the lesson by having three students share with the class their maps.

	<ul style="list-style-type: none"> ○ While students showcase their maps be sure to Point out to the class the labeled locations on the maps and north, south, east and west on their maps.
<p><i>Teacher Materials:</i></p> <ul style="list-style-type: none"> ● <i>White paper</i> ● <i>Pack of colored markers</i> ● <i>Pencil</i> ● <i>SMART board</i> 	<p><i>Student Materials:</i></p> <ul style="list-style-type: none"> ● <i>White paper</i> ● <i>Pack of colored markers</i> ● <i>Pencil</i>
<p><i>Resources/References:</i></p>	

Daily Lesson Plan Template		
Instructional Context		
Student's Name: Samuel Gonzalez		
Cooperating Teacher's Approval: N/A		
Unit of Study: Social Studies	Topic: Our favorite foods, how they differ and are alike to those around us.	Grade: Kindergarten
Allocated Time: About 45 minutes		Student Population: About 25 students
Instructional Focus		

<p><i>Common Core, State Standards or District Requirements</i></p> <p><i>WIDA Standards</i></p>	<p>Specific Number: Standard - 7.1.K.B</p> <p>Exact Wording: Describe the location of places in the home, school, and community to gain an understanding of relative location.</p> <p>16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.</p>
<p><i>Instructional Objective Statement</i></p>	<p><i>Students will describe similarities in their homes, schools and community to understand they are very much so similar but also still unique.</i></p>
<p><i>Assessment of Objective</i></p>	
<p>Estimated Time↓</p>	<p>Instructional Elements/Procedure</p>
	<p>Engagement/Introduction:</p> <ul style="list-style-type: none"> ● Students will be asked to turn and talk about their favorite foods that they enjoy eating. <ul style="list-style-type: none"> ○ After 30 seconds students will share with the class their partners response to this prompt. ● Students will be introduced to the book “My food, your food” ● Begin reading the book ● Stopping points for the book <ul style="list-style-type: none"> ○ Connection - to a similar food that the students eat in their homes. Turn and talk.

	<ul style="list-style-type: none"> ○ Prediction - at the middle of the book ask the students what other foods they think they may see in the book after already seeing other foods. Turn and talk. ○ Visualization - Ask the students to close their eyes and imagine their favorite foods all on a table just like thanksgiving, if they celebrate that. Have them turn and talk about what foods would be on top of the table with their partners.
	<p>Representation/Developmental Activities:</p> <ul style="list-style-type: none"> ● Have students brainstorm their two most favorite foods. ● Explain that they will go back to their desks and on a blank sheet of paper will draw their two most favorite foods. They will have ten minutes to complete this activity. Be sure they put their first and last name on their paper.
	<p>Expression/Closure:</p> <ul style="list-style-type: none"> ● Summarize the lesson by having three students share with the class their two favorite foods. <ul style="list-style-type: none"> ○ After the students showcase their drawings be sure to explain to students that we did this lesson to notice the similarities and differences that we all have.
<p>Teacher Materials:</p> <ul style="list-style-type: none"> ● Book “My food, your food” 	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Paper ● pencil ● crayons

	<ul style="list-style-type: none"> • <i>markers</i> • <i>colored pencil</i>
Resources/References:	

Daily Lesson Plan Template		
Instructional Context		
Student's Name: Samuel Gonzalez		
Cooperating Teacher's Approval: N/A		
Unit of Study: Social Studies cross curriculum Science	Topic: Introduction to engineering and the history of the building of Esperanza Academy Elementary School	Grade: Kindergarten
Allocated Time: About 45 minutes		Student Population: About 25 students
Instructional Focus		
<i>Common Core, State Standards or District Requirements</i>	Specific Number: Standard - 7.2.K.A Exact Wording: Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features.	
<i>Instructional Objective Statement</i>	<i>Students will identify key businesses in their community that distingidh their local area and use those businesses to learn about engineering.</i>	

<p><i>Assessment of Objective</i></p> <p><i>WIDA Standards</i></p>	<p><i>Students will be able to be formally assessed as they are answering questions through the duration of the class and also they will create a blueprint of their school acting as real engineers.</i></p> <p><i>16.4.PK-K.2W Draw pictures of living and nonliving things with a partner.</i></p>
<p>Estimate d Time↓</p>	<p>Instructional Elements/Procedure</p>
	<p>Engagement/Introduction:</p> <ul style="list-style-type: none"> ● Students will be reminded of the maps they made on Monday ● Students will learn that the labeled places on their maps are called community pillars ● Students will be instructed to work with their tables and discuss how each community pillar is setup <ul style="list-style-type: none"> ○ How is your school setup? Do you just walk wherever you want? Are there steps? Are there elevators? ○ How is cousins super market setup? What is there when you first walk in? ● Next, you will guide students to begin thinking about how invented and created these setups? Who are the builders? What are they called? ● https://www.youtube.com/watch?v=owHF9iLyxic
	<p>Representation/Developmental Activities:</p> <ul style="list-style-type: none"> ● After watching the video, explain to students that the video spoke about different types of engineering.

	<ul style="list-style-type: none"> ● Explain to students that it was a group of builders and engineers who made the school they are in. ● Have students make a “BluePrint” by drawing a picture of their school. They will have 12 minutes to complete this activity. There will be a picture of the outside of their school building on the SMART board.
	<p>Expression/Closure:</p> <ul style="list-style-type: none"> ● Summarize the lesson. Have three children share with the class their drawings. ● Restate what is an engineer and explain to students that together you all were able to look at the history of their school and build a blueprint of their school just like an engineer did over 100 years ago to build their school.
<p><i>Teacher Materials:</i></p> <ul style="list-style-type: none"> ● SMART BOARD 	<p><i>Student Materials:</i></p> <ul style="list-style-type: none"> ● <i>pencil</i> ● <i>paper</i> ● <i>crayons</i> ● <i>markers</i> ● <i>color pencils</i> ● <i>photo of their school on the SMART BOARD</i>
<p><i>Resources/References:</i></p>	

Daily Lesson Plan Template

Instructional Context

Student's Name: Samuel Gonzalez

Cooperating Teacher's Approval:

Unit of Study: Social Studies

Science cross curriculum

Topic: Weather in my area

Grade: Kindergarten

Allocated Time: 45 minutes

Student Population: About 25 students

Instructional Focus

***Common Core, State
Standards or District
Requirements***

Specific Number: **Standard - 7.3.K.A**

Exact Wording: Describe how weather affects daily life.

WIDA Standards

16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.

***Instructional
Objective Statement***

Students will identify the changes in weather in their local area and use those changes to distinguish the four seasons.

***Assessment of
Objective***

Students will complete a graphic organizer that will require them to use their knowledge of the seasons and show that they certain characteristics of each season

Estimate
d Time↓

Instructional Elements/Procedure

Engagement/Introduction:

	<ul style="list-style-type: none">● Students will turn and talk about the prompt “What kind of weather do we have here in Philadelphia?”● Teacher will take student responses● Explain to students that they will be watching a video that will teach them about the four seasons and some characteristics of each season<ul style="list-style-type: none">○ https://www.youtube.com/watch?v=owppK-GHPTU
	<p>Representation/Developmental Activities:</p> <ul style="list-style-type: none">● Students will review the seasons once more by answering some prompt questions.<ul style="list-style-type: none">○ What season is really hot?○ What season is just warm weather?○ What season is really cold?○ What season is just cool weather?● Explain to students that they will go back to their seat and they will be given a graphic organizer. On this sheet they can color the pictures and must draw a line to match the picture with the correct season.

The Four Seasons

Color the pictures and draw lines to match the pictures to the season



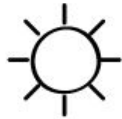
Spring



Summer



Fall



Winter



Name _____

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Expression/Closure:

- Summarize with prompt questions.
 - Which season can we go to the beach and vacation?
 - Which season do the leaves fall from the trees?
 - During Which season can we build a snowman?
 - Which season is it really hot outside?

Teacher Materials:

- **SMART BOARD**

Student Materials:

- **Graphic organizer**
- **Pencil**

	<ul style="list-style-type: none"> • <i>crayons</i> • <i>color pencils</i> • <i>markers</i>
Resources/References:	

Daily Lesson Plan Template		
Instructional Context		
Student's Name: Samuel Gonzalez		
Cooperating Teacher's Approval: N/A		
Unit of Study: Social Studies Cross curriculum science	Topic: The water cycle	Grade: Kindergarten
Allocated Time: 45 minutes		Student Population: 25 students
Instructional Focus		
Common Core, State Standards or District Requirements	Specific Number: Standard - 7.4.K.A Exact Wording: Identify local bodies of water and landforms to gain an understanding of their impact on the local community.	
WIDA Standards	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	
Instructional Objective Statement	<i>Students will identify different water bodies in their area and learn about the water cycle.</i>	

<p><i>Assessment of Objective</i></p>	<p><i>Students will be given a graphic organizer that will allow them to color certain areas of the water cycle specific colors. Thus, identifying areas of the water cycle showcasing their knowledge.</i></p>
<p>Estimate d Time↓</p>	<p style="text-align: center;">Instructional Elements/Procedure</p>
	<p>Engagement/Introduction:</p> <ul style="list-style-type: none"> ● Begin to show students bodies of water around Philadelphia via google maps on the SMART BOARD. ● Ask students where they think Philadelphia gets their water from? ● Take student responses. ● Show students the two bodies of water that we get water from. ● Show students this video that explains the water cycle. <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=ncORPosDrjI
	<p>Representation/Developmental Activities:</p> <ul style="list-style-type: none"> ● Show students the photo on this link. This will show the cycle that the Philadelphia Water Department uses for water use in our city. ● https://www.phila.gov/water/PublishingImages/WaterDiagramPoster.jpg ● Read each step to the students ● Now explain to students they will go to their desk and complete a graphic organizer that helps them explain the water cycle. <ul style="list-style-type: none"> ○ https://www.education.com/download/worksheet/85130/water-cycle-coloring.pdf
	<p>Expression/Closure:</p>

	<ul style="list-style-type: none"> • Summarize the water cycle for the students.
<p><i>Teacher Materials:</i></p> <ul style="list-style-type: none"> • SMART BOARD 	<p><i>Student Materials:</i></p> <ul style="list-style-type: none"> • <i>Crayons</i> • <i>markers</i> • <i>color pencils</i>
<p><i>Resources/References:</i></p>	

Reflections:

During the planning of this lesson, there has been a heavy emphasis on culturally responsive pedagogy and in turn there has been a strong emphasis on bringing in the local area of the students and allowing that local area to influence how we study certain skills in the classroom. It is especially important that young elementary students begin to develop a deep understanding and connection to their local area prior to learning about other places in the world. This philosophy is tied to the lesson and can be seen throughout the unit. For instance, when learning about the water cycle the students are also able to learn about the bodies of water located around Philadelphia and where their water in their homes originates and where it goes after they have used it.

The most challenging part of this lesson was finding WIDA standards that would help me match these lessons for the English language learners. My strategy for this assignment was to create a lesson plan in its entirety and then following the completion then would I find ways to

implement scaffolding and differentiation for English Language Learners. The idea behind this was that oftentimes in the field lessons will be made already and it is my job to come up with opportunities to appeal to ELLs, therefore completing the assignment in this manner would only benefit me although it is a more difficult approach. Through this assignment my differentiation skills have been reinforced and solidified based on my learning throughout this course.