Introduction
Introduction

My unit is entitled, Connecticut Geography. It is composed of nine lessons, but I will only be modifying three (lessons in bold) of the nine lessons.

- **Lesson 1: Geographic features of our school**
- Lesson 2: Geographic features of Connecticut
- **Lesson 3: Key facts about Connecticut**
- **Lesson 4: Brochure of our city/town**
- Lesson 5: Climate of Connecticut
- Lesson 6: Cultures in Connecticut
- Lesson 7: Why do people settle in Connecticut
- Lesson 8: Connecticut then and now
- Lesson 9: How to be a successful interviewer

In this third grade unit on Connecticut Geography, students will be learning about the importance of why we live where we live, they will understand the different geographical features that they see in their city, and they will learn the skills it entails to be a successful interviewer. They need to know these skills because the summative assessment for the whole unit is that they will be interviewing a family member to learn about their family history and why their families settled in Connecticut.
General Information:
Stephanie Perez
Dr. Lorrie Stoops Verplaetse
TSL 418/518
02/01/16

Author of Lessons:
Stephanie Perez

Unit Information:
Lesson #1-9
Title of Unit: Connecticut Geography
Grade 3
Mainstream Class with Integrated ELLs

Reading Materials:
- There are no reading materials for the three lessons in this unit that I modified.

Other Lesson Resources:

Goals for the three lessons of the unit:
I want my students to know the importance of why we live where we live
I want my students to understand the different geographical features that they see in their city
I want my students to learn how to make a brochure
Lesson 1
Lesson 1: The Geography of Our School, Grade 3

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Students will observe and record the layout of their school.</td>
<td>1.) In small groups, students will explore and write about the layout of their school.</td>
</tr>
<tr>
<td>2.) Students will be able to explain how the layout of their school affects the lives of the people in the school community.</td>
<td>2.) In a whole group, students will discuss if they believe the layout of their school works well for their school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking /Writing - Describe layout of the school.</td>
<td>In small groups, students will walk around school, take notes about their observations and then draw and label a map of the school.</td>
<td>In small groups, students will walk around the school, take notes about their observations and will be provided with a drawing of the layout of the school which they will label.</td>
<td>In small groups, students will walk around the school, take notes and will be provided with a drawing of the layout of the school with a word bank to help them label.</td>
<td>In small groups, students will walk around the school and fill in the blanks of notes given to them and they will be provided with a drawing of the layout of the school with a word bank to help them label.</td>
<td>Students will be provided with a teacher's recording to use while walking around the school. They will be provided with a drawing of the layout of the school with labels written, and will also be given pictures of each room to glue onto their layout.</td>
</tr>
<tr>
<td>Speaking - Evaluate if school layout works well.</td>
<td>In a whole class, students will express their opinions using 2-3 complete sentences.</td>
<td>In a whole class, students will express their opinions using short sentences or phrases.</td>
<td>In a whole class, students will express their opinions using sentence starters.</td>
<td>In a whole class, students will express their opinions using sentence starters provided with a word bank.</td>
<td>In a whole class, students will express their opinions orally by pointing to visuals and repeating words after the teacher.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Word/Phrase</td>
<td>Grammar</td>
<td></td>
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</tbody>
</table>
| Describe | They layout of the school | • There are/is ___1___ in our school.  
• The ___3___ is next to the ___3___. | 1. Numbers 1-15  
2. Bathroom(s), classroom(s), art room(s), music room(s), teacher’s lounge(s), copy room(s), office(s), laboratory(ies), computer room(s), reading room(s), cafeteria(s), gymnasium | ○ Plurals  
○ Nouns |
| Explain | If the school’s layout works well for their school community. | • The layout of the school helps me ___1___.  
• If I were to change a school feature I would move the ___2___.  
• I would like to move the ___2___. | 1. Learn, focus, find friends  
2. Bathroom, classroom, art room, music room, teacher’s lounge, copy room, office, laboratory, computer room, reading room, cafeteria, gymnasium | ○ Action verbs  
○ Nouns |
Modified Lesson 1

Topic of Lesson: The Geography of Our School
Lesson Duration: 1 hour and twenty minutes
Key: Italic is the modification of the lesson

Materials:
- Notebook
- Journals
- Pencils
- Figure 1- Vocabulary words
- Figures 2,3,4- Individual student school maps /layouts (differentiated in accordance with the English language developmental level)
- Figure 5- Fill in the blank notes for level 2 students
- Figure 6- Sentence starters for level 3 students
- Figure 7- sentence starters for level 3 students
- Figure 8- sentence starters for level 2 students
- Figure 9- visuals for level 1 students
- Figure 10- Graphic organizer

Initiation (10 minutes):
Teacher will introduce the Geography unit by introducing students to some vocab words related to geography that they will encounter in the unit. Teacher will post a bunch of vocab words with pictures (Figure 1) on the board and have students decide which words are used when we study Geography. Then ask students “What does a geographer do?” She studies __________.

"Today we are going to explore/walk around the inside of our school and get to know our school’s Geography."

Lesson Development
(10-15 minutes) Teacher will explain to students that they will be separated into groups to explore/tour their school and will be taking notes of what they observe as well as drawing a layout of the school as they are touring. Before separating students into groups, teacher will model how to create a layout by drawing a layout of his/her home on the board and labeling it.

(30-35 minutes) Once students understand what is expected, teacher will then break students up into small groups according to their language proficiency levels to begin their tour. Tell students that they have a maximum of 35 minutes to complete the tour. While students are touring, teacher should walk around and visit groups and check in, see where they are at, and make sure they are following directions.
- Level 5 students will be taking their own notes as they walk around the school as well as drawing and labeling a map
• Level 4 students will be taking their own notes as they walk around the school and they will be given a drawing of the layout of the school in which they will have to label (Figure 2).
• Level 3 students will also be taking their own notes as they walk around the school and they will be given a drawing of the layout of the school that includes a word bank in which they will use to help them label (Figure 3).
• Level 2 students will be provided with a sheet of fill in the blank notes (Figure 4) that they are to fill in while they are walking around the school and they will be given a drawing of the layout of the school with a word bank to help them label (Figure 3).
• Level 1 students will be provided with a listening guide, which is a recording of the teacher’s voice giving them a tour of the school, which they will listen to while walking around. They will be given a drawing of the layout of the school that is already labeled (Figure 5). They also will be given pictures of each room in the classroom in which they will glue onto where they belong on the layout while they are touring the school (Figure 6).

Make sure to explain to level 5, 4, and 3 students that they have to use the following expressions in their notes. “There is/are _______ in our school.” “The _______ is next to the ______.” These expressions come from the functional language chart. Level 2 students will be provided with these prompts (Figure 4) and have to fill in the blanks.

(10 minutes) Once students are back in the classroom and finished drawing and labeling their maps, transition students back into the classroom for a whole group discussion. Teacher will recap why they went on a tour and why they were to draw the layout of their school. He/she will then ask, “Do you think the layout or the way things are arranged of/in our school works well for our school community?”
• Level 5 students will express their opinions using 2-3 complete sentences.
• Level 4 students will express their opinions using short sentences or phrases.
• Level 3 students will express their opinions using sentence starters (Figure 7).
• Level 2 students will express their opinions using sentence starters provided with a word bank (Figure 8).
• Level 1 students will express their opinions orally by pointing to visuals and repeating words after the teacher (Figure 9).

Closure (5-8 minutes)
“Today we studied the geography of our school. Now with your partners can you tell me what Geography is? ” Teacher will use the graphic organizer (Figure 10) to write students definitions. Then teacher will give definition of Geography, “Geography is the study of the physical or visible features or characteristics of earth.”
Figure 1

Map

Globe

Fruit

Lake

Book

River

Cup

Mountains

Ocean
Figure 3 (Level 3)

- Classroom
- Art room
- Music room
- Teachers' lounge
- Copy room
- Bathrooms
- Office
- Principles office
- Laboratory
- Computer room
- Reading room
Figure 4 (Level 2)

Number Bank

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td>1</td>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

Use the numbers in the number bank above (↑) to help you fill in the blanks below (↓).

In my school there are

1. ___ classrooms
2. ___ bathrooms
3. ___ laboratories
4. ___ offices
5. ___ copy room
6. ___ art room
7. ___ music room
8. ___ gymnasium
9. ___ teacher's lounge
10. ___ cafeteria
11. ___ computer room

Word Bank

<table>
<thead>
<tr>
<th>classrooms</th>
<th>computer room</th>
</tr>
</thead>
<tbody>
<tr>
<td>bathrooms</td>
<td>music room</td>
</tr>
<tr>
<td>copy room</td>
<td></td>
</tr>
</tbody>
</table>

Use the word bank above (↑) to help you fill in the blanks in the sentences below (↓).

1. The art room is next to the _______.
2. The laboratories are next to the _______ and the _______.
3. The teacher's lounge is next to the _______.
4. The office is by the _______.

10
Figure 6 (Level 1)

girl's bathroom

principle's office

boy's bathroom

computer room

art room

music room

laboratory

gymnasium

cafeteria

office

teacher's lounge

copy room

classroom
Figure 7 (Level 3)

- The layout of the school helps me _________.

- If I were to change a feature of our school I would move the _________.

Figure 8 (Level 2)

- The layout of the school helps me _________.

  learn  focus  find friends

- I would like to move the _________.

  bathroom  computer room  office  music room  art room  laboratory
Figure 9 (Level 1)

- The layout of the school helps me _________.
  - learn
  - focus
  - find friends

- I would like to move the _________.
  - bathroom
  - office
  - computer room
  - music room
  - art room
  - laboratory
Figure 10

What is Geography?
Narrative

I modified my original lesson, The Geography of our School, in a number of ways in order to make it comprehensible for students of every level of language proficiency.

I equipped the teacher with several strategies to help both the teacher and English Language Learners. The graphic organizer used at the end of the lesson helps students better understand the word geography and also helps build their background knowledge. In order to meet the level of needs for all students, there are a varied range of language abilities that students can use to represent their findings. For example, students are provided with visuals, sentence starters, and word banks to help guide them through the activities. The visuals are a great modification for lower level ELLs because it clarifies the vocabulary words. I also modified a majority of the text in the lesson. I elaborated on word definitions so that the words are easier to understand for ELLS such as: layout and explore.

It is very important that teachers attempt to make as many modifications as he/she can in order to help ELL students succeed. With the right modification, ELLs will be able to perform at or above grade level students.
Lesson 3
**Lesson 3: Facts of Connecticut**

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Students will be able to identify facts about Connecticut by researching.</td>
<td>1a.) In small groups, students will research and write facts about Connecticut. 1b.) In a whole group, students will discuss some of the facts that they learned about Connecticut.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Domain</th>
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<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Writing- Facts about Connecticut</strong></td>
<td>In small groups, students will be provided with a list of websites and use them to research and write 6 facts about CT.</td>
<td>In small groups, students will be provided with a list of websites and will use them to research and write 4 facts about CT.</td>
<td>In small groups, students will be provided with a fill in the blanks facts worksheet and a list of websites to help them fill in the blanks.</td>
<td>In small groups, students will be provided with a fill in the blanks facts worksheet with a word bank and a list of websites to help them fill in the blanks.</td>
<td>In small groups, students will be provided with a fill in the blanks facts worksheet with visuals and a website to help them fill in the blanks.</td>
</tr>
<tr>
<td><strong>Speaking/Listening- About facts that they learned</strong></td>
<td>In a whole class, students will share 3 facts that they learned.</td>
<td>In a whole class, students will share 2 facts that they learned.</td>
<td>In a whole class, students will share 2 facts that they learned.</td>
<td>With teacher’s assistance students will answer either or questions about a fact of CT.</td>
<td>Students will answer yes or no questions about a fact of CT.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Word/Phrase</td>
<td>Grammar</td>
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</tbody>
</table>
| Identify | Facts about CT | • Connecticut’s state \_1\_ is \_2\_.  
• Connecticut entered the union on \_3\_.  
• Connecticut has \_4\_ \_5\_.  
• Connecticut is \_4\_ miles long and \_4\_ wide.  
• Connecticut is bordered by \_6\_ \_6\_ \_6\_.  
• Connecticut covers \_4\_ square miles.  
• Major \_7\_ in Connecticut are \_8\_.  
• \_9\_ is Connecticut’s biggest city.  
• \_10\_ founded Connecticut.  | 1. bird, insect, mineral, fish, shellfish, flower, animal, aircraft, capital, fossil, hero, nickname, song, tree, motto, dance,  
2. American robin, praying mantis, almandine garnet, American shad, eastern oyster, mountain laurel, sperm whale, corsair, Hartford, eubrontes gigantues, Nathan Hale, constitution state, nutmeg state, yankee doodle, charter oak, qui transtulit sustinet, square dance,  
3. January 9, 1788  
4. 32; 93; 110; 70; 5,544  
5. forests, parks  
6. Massachusetts, Rhode Island, New York  
7. rivers, lakes  
8. Connecticut, Housatonic, Thames, Candlewood  
9. Bridgeport  
10. Thomas Hooker | • Nouns  
• Numbers |
**Modified Lesson 2**

**Topic of Lesson:** Facts of Connecticut  
**Duration of Lesson:** 1 hour  
**Key:** Italics is the modification of the lesson

**Materials:**
- Computers with internet access
- Loose leaf paper
- Pencils
- White board
- **Figure 1** - websites for level 5 students
- **Figure 2** - websites for level 4 students
- **Figure 3** - worksheet for level 3 students
- **Figure 4** - websites for level 3 students
- **Figure 5** - worksheet for level 2 students
- **Figure 6** - websites for level 2 students
- **Figure 7** - worksheet for level 1 students
- **Figure 8** - website for level 1 students
- **Figure 9** - level 2 either or questions
- **Figure 10** - level 1 yes or no questions

**Initiation: (10 minutes)**

Teacher will start by making a KWL chart on the board. *He/she will explain that a fact is something that you can prove to be true or false. Give an example by picking a student and saying, “Student A is wearing a ___ shirt” this is a fact because we can see that he/she is wearing this color shirt.”* Then ask a couple of students, “Now can you give me a fact?” An opinion is how a person feels about something, for example, “I don’t like cake” this is an opinion because that is how I feel and some of you might like cake. Then call on a couple of students, “Now can you give me an opinion?” Once students understand the difference between a fact and an opinion, start to explain to students that the K column will be for facts that they already know, W is for facts they want to know and L is for facts that they learned which they will fill out at the end of the lesson.

**Lesson Development:**

*(5-10 minutes)* Teacher will ask the class if they could tell him/her a couple of facts about CT that they already know or even facts that they learned about the geographic features of CT from the previous lesson. Teacher will state the first fact, which they learned in the previous lesson, “The Housatonic River is one major rivers in Connecticut.” Then begin to fill in the K column while students state facts that they know. Teacher will then ask students if there are any facts about CT that they want to know more about. For example, “I want to know what Connecticut’s state bird is.”
Write that sentence down under the W column as an example and then begin writing down what students want to know.

**20 minutes** Teacher will then break students up into small groups of 2 or 3 according to their language proficiency levels. He/she will thoroughly explain to each student what is expected them and what they are provided with:

- Level 5 students will be provided with two websites (Figure 1) that they can use to research 6 facts about CT.
- Level 4 students will be provided with two websites (Figure 2) that they can use to find and write 4 facts about CT
- Level 3 students will be provided with a fill in the blanks facts worksheet (Figure 3) and two websites (Figure 4) that they will use to guide them through filling in the blanks
- Level 2 students will be provided with a fill in the blanks facts worksheet with a word bank (Figure 5) and two websites (Figure 6) that they will use to guide them through filling in the blanks.
- Level 1 students will be provided with a fill in the blanks facts worksheet with a word bank and visuals (Figure 7) and a website (Figure 8) to help them fill in the blanks.

Tell students that they will have a maximum of 20 minutes to either research their facts and write them down and or research and fill in the blanks on their worksheets. While students are working, walk around and check in and make sure they understand what they are supposed to be doing.

**15 minutes** Once students are finished with their research, have students stay with their partners and sit down at their desks. Teacher will then ask each group to share some facts that they learned through researching so that they could finish filling in the L column.

- Level 5 students will share out loud 3 facts that they learned
- Level 4 students will share out loud 2 facts that they learned
- Level 3 students will share 2 facts that they learned
- Level 2 students will answer an either or question provided by the teacher about facts of CT (Figure 9).
- Level 1 students will answer a yes or no questions provided by teacher about a fact of CT (Figure 10).

**Closure: 1 minute**

"It is important to learn about where we live, not only for our own good, but that way we can share with our friends all the great stuff Connecticut has to offer."
Figure 1 (Level 5)

Pick 1 of the following 2 websites to research:


- http://www.landofthebrave.info/connecticut-colony.htm
Figure 2 (Level 4)

Here are 2 websites to help you research:

Figure 3 (Level 3)

1. The capital of Connecticut is __________.

2. Connecticut entered into the union on __________.

3. Connecticut’s nickname is __________.

4. Connecticut’s state insect is __________.

5. Connecticut’s mineral is __________.

Figure 4 (Level 3)

Here are 2 websites to help you research:

- http://awesomeamerica.com/connecticut/
Figure 5 (Level 2)

<table>
<thead>
<tr>
<th>american shad</th>
<th>eastern oyster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td></td>
</tr>
</tbody>
</table>

1. The largest city in Connecticut is ________.

2. Connecticut’s state fish is called an ________.

3. Connecticut’s state shellfish is a ________.

Figure 6 (Level 2)

2 websites to help you fill in the blanks to your worksheet:


- [http://www.statesymbolsusa.org/states/united-states/connecticut](http://www.statesymbolsusa.org/states/united-states/connecticut)
Figure 7 (Level 1)

1. _______ is the state flower of Connecticut.

2. The state bird of Connecticut is _________.

3. The state animal of Connecticut is _________.

Figure 8 (Level 1)

Use this website to help you with your fill in the blanks worksheet:

Figure 9 (Level 2)

1. Connecticut’s state shellfish is a...

   Eastern oyster or a lobster

2. Connecticut’s state fish is a...

   Praying mantis or an American shad
1. Is the American Robin Connecticut's state bird? Yes or no?

2. Is the sperm whale Connecticut's state animal?
Narrative

The original lesson plan for this lesson only included a brief summary of what the lesson was about, the lesson's objectives, and the lesson's formative assessment. I had to design the lesson completely to make it comprehensible for students of every level of language proficiency.

The first thing I added in the lesson was expanding students understanding of the difference between a fact and an opinion. The teacher begins by explaining what a fact is and what an opinion is, gives examples, and then asks students to give her examples. This gives the teacher an opportunity to make sure that students have a good understanding of what a fact is before starting the lesson.

I also made sure that the teacher gives examples of facts that students know and a fact that the teacher might want to know. This is a great way of modeling to students what the teacher expects before asking the students to give her facts they know or want to know. Modeling is very important especially for English Language Learners so that they understand what is expected of them or what they should be doing.

In the original lesson, students were not provided with websites to help them research instead they were going to research the web on their own. I adapted the research process for all learners by providing students of every level of language proficiency with websites to help them research. This will in turn take less time and the teacher will not have to worry about what websites the students are on.

In order to help all the level of needs for all students, students are provided with many different language items to help them research. For example, they are
given websites, sentence starters, visuals, and word banks. Towards the end of the lesson when students have to share out a couple of facts they learned, level 2 and level 1 students are provided with different language abilities to help them. I figured these level students if they have a problem speaking. Level 2 students will instead answer either or questions provided by the teacher and level 1 students will answer yes or no questions provided by the teacher about facts of Connecticut that they researched.
Lesson 4
## Lesson 4: Brochure of City

### Content Objective
1.) Students will be able to do research on specific locations in the city that they live in or the city they go to school in and present their findings.

### Language Objective
1a.) Students will individually find and record information about locations in their city.
1b.) In a whole group, students will discuss one location in the city that they researched.

<table>
<thead>
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<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writing - Information of locations in the city</td>
<td>Students will independently research 3 locations in either the city that they live in or the city that the school is located in, they will be provided with a brochure planning sheet, and with a blank brochure to fill out.</td>
<td>Students will independently research 3 locations in either the city that they live in or the city that the school is located in, they will be provided with a brochure planning sheet, and with a labeled brochure to fill out.</td>
<td>Students will pick two locations to research and record information with the help of a brochure planning sheet, and a labeled brochure to fill out.</td>
<td>Students will pick one location to research and record information with the help of a brochure planning sheet that has visuals and sentence starters, and will also be provided with a labeled brochure to fill out.</td>
<td>With teacher support, students will pick one location to research and record information with the help of a simple brochure planning sheet that has visuals and will be provided with a labeled brochure that has visuals that they will fill out.</td>
</tr>
<tr>
<td>Speaking - About a location in the city</td>
<td>In a whole class, students will orally present information on one of their three locations using complete sentences.</td>
<td>In a whole class, students will orally present information on one of their three locations using short sentences or phrases.</td>
<td>In a whole class, students will produce phrases or short sentences in response to questions asked by the teacher on facts about the location researched.</td>
<td>In a whole class, students will share information on their location with the help of sentence starters provided by the teacher.</td>
<td>In small groups, students will respond to yes or no questions provided by the teacher about the location researched.</td>
</tr>
</tbody>
</table>
## Functional Language Chart

<table>
<thead>
<tr>
<th><strong>Function</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Expressions</strong></th>
<th><strong>Word/Phrase</strong></th>
<th><strong>Grammar</strong></th>
</tr>
</thead>
</table>
| Describe     | A location in the city | • The location I researched was ____1____.  
• Their phone number is ____2____.  
• Their address is ____3____ ____4____.  
• I like to ____5____ here.  
• This place is ____6____.  
• The inside is painted ____7____ and the outside is ____7____. | 1. Name of location  
2. Phone number  
3. Number  
4. Avenue, Street, Road, Place, Lane, Alley  
5. Play, make friends, learn, shop, walk around, spend time with my friends/family  
6. Big, small  
7. Blue, black, gray, pink, red, yellow, white, orange, purple, brown | • Numbers  
• Action verbs  
• Nouns  
• Adjectives |
Modified Lesson 4

Topic of Lesson: Brochure of Our City
Duration of Lesson:
Key: Italics is the modification of the lesson

Materials:
- Computers with internet access
- Board/whiteboard
- Glue
- Scissors
- Figure 1-Levels 5 & 4 brochure planning sheet
- Figure 2- Example of a list of locations for levels 3 and 2
- Figure 3- Level 3 brochure planning sheet
- Figure 4- Level 2 brochure planning sheet
- Figure 5- Level 1 brochure planning sheet
- Figure 6- Level 5 brochure template
- Figure 7- Level 4 brochure template
- Figure 8- Level 3 brochure template
- Figure 9- Level 2 brochure template
- Figure 10- Level 1 brochure template
- Figure 11- Sentence starters for level 3 students
- Figure 12- Questions for level 2 students
- Figure 13- Questions for level 1 students

Initiation: (5-8 minutes)
“Yesterday we learned how to make a brochure and you all saw samples of my brochures. Today we will be creating our own brochures.” To spark students’ interest, ask them what are some of their favorite places to visit when they are not in school and write down these places on the board.

Lesson Development:
(3 minutes) Teacher will place the sample brochures that students reviewed the day before on a desk and tell students that if they want to take a look at them again when they are creating their brochure they can. Explain to students that they will begin researching places/locations in either the city that they live in or places in the city that their school is located in. Remind them of the locations they gave on the board and that they could use those.

(20-25 minutes) Teacher will then have students individually begin their research and each student will be provided with different things according to their language level proficiency:
- Level 5 students will research 3 locations and will be provided with 3 brochure planning sheets (Figure 1) 1 sheet for each location, which they will fill out while they are researching.
- Level 4 students will research 3 locations and will be provided with 3 brochure planning sheets (Figure 1) 1 sheet for each location, which they will fill out while they are researching.
- Level 3 students will be provided with a list of locations (Figure 2) and they will choose 2 locations from the list to research. They will also be provided with 2 brochure planning sheets (Figure 3) 1 for each location, which they will fill out while researching.
- Level 2 students will be provided with a list of locations (Figure 2) where they will choose 1 location to research. They will also be provided with 1 brochure planning sheet that has visuals (Figure 4), which they will fill out while researching.
- Level 1 students will be provided with 1 location to research and will be provided with a very simple brochure planning sheet that has visuals (Figure 5), which they will fill out while researching.

While students are researching, teacher should try and write down the locations that students are researching so he/she can begin printing out a picture for each location. Students will be gluing the pictures onto their brochures later on in the lesson.

(20-25 minutes) Once students finish researching and writing about their locations, they will be provided with scissors and glue, and brochure templates to complete:
- Level 5 students will be provided with a blank brochure template (Figure 6).
- Level 4 students will be provided with a labeled brochure template (Figure 7).
- Level 3 students will be provided with a labeled brochure template that has sentence starters (Figure 8).
- Level 2 students will be provided with a labeled and detailed brochure template (Figure 9).
- Level 1 students will be provided with a brochure template that is labeled and has visuals (Figure 10).

Remind students that they have no more than 25 minutes to complete their brochures. If teacher did not finish printing out pictures before, he/she should finish printing pictures out so that he/she could pass them out to the students so that they can glue them before moving onto to presenting one of their location.

(15-20 minutes) Once students are finished, transition them into a whole group so that they can each share one location with their classmates.
- Level 5 students will orally present information on one of their three locations using complete sentences.
- Level 4 students will orally present information on one of their three locations using short sentences or phrases.
• **Level 3 students will produce phrases or short sentences in response to questions (Figure 11) asked by the teacher on facts about the location researched.**

• **Level 2 students will share information on their location with the help of sentence starters (Figure 12) provided by the teacher.**

• **Level 1 students will answer yes or no questions (Figure 13) provided by the teacher about the location researched.**

**Closure:**

"Over the past two days we learned about how to make a city brochure, they are great way to show off our city!"
**Figure 1 (Levels 5 & 4)**

**Name of location:**

<table>
<thead>
<tr>
<th>Necessary information here (For example: the address and phone number)</th>
<th>What do you do at this place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should kids know about this place?/Why do you like?</th>
<th>Fill in additional information here (Describe this place)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 2 (Levels 3 & 2)

Below is an example of a list of locations in the city of Norwalk, Connecticut that students will be provided with. This is only for the city of Norwalk, this list changes depending on the city that the students live in or the location of the school.

- Maritime Aquarium
- Stepping Stones Museum for Children
- Sky Zone Trampoline Park
- Pump It Up Norwalk
- My Three Sons Family Fun Center
<table>
<thead>
<tr>
<th>Name of location:</th>
<th>What do you like to do at this place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>I like to ___________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Phone number:</td>
<td>____________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________</td>
</tr>
<tr>
<td>Should your friends visit this place?</td>
<td>Describe how this place looks like? (Is it big, colorful? What colors?)</td>
</tr>
<tr>
<td></td>
<td>____________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________</td>
</tr>
<tr>
<td></td>
<td>____________________________________________</td>
</tr>
<tr>
<td><strong>Name of location:</strong></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Address:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What do you like to do at this place?</strong></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td>make friends</td>
</tr>
<tr>
<td>Shop</td>
<td></td>
</tr>
<tr>
<td><strong>Should your friends visit this place?</strong></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Describe this place</strong></td>
<td></td>
</tr>
<tr>
<td>Is it big or small?</td>
<td></td>
</tr>
<tr>
<td>Do you see a lot of colors inside? What colors?</td>
<td></td>
</tr>
</tbody>
</table>
What do you like to do here?

- learn
- make friends
- play
- shop

Name of location:

Phone number:

Address:
### Figure 8 (Level 3)

<table>
<thead>
<tr>
<th>Location 2:</th>
<th>Location 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue Picture Here</td>
<td>Glue Picture Here</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number:</th>
<th>Phone Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I like to</th>
<th>I like to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This place is</th>
<th>This place is</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 11 (Level 3)

- What is the name of one location that you researched?
- What do you like to do there?
- What is the address to that place?
Figure 12 (Level 2)

The location I researched was ____________________.

I like to ____________________ here.

The address is ____________________.
Figure 13 (Level 1)

Teacher will ask the following questions based on the location that the student researched and based on the brochure that they fill out. The blanks should be filled in with information from the students' brochures.

- Did you research _________?

- Is it true that you like to _________here?
I modified the original lesson plan for the lesson, Brochure of City, in many different ways in order to make it more comprehensible for all levels of English Language Learners.

This lesson is a two-day lesson. On the first day of the original lesson, students learn how to make a brochure and review sample brochures from the teacher. On that day they are provided with a disposable camera so that they could take pictures over the weekend of the locations they want to research. I realized that finding a way to print out the pictures on the second day of the lesson would be too complicated for the teacher. So for my modified second lesson, I had the teacher look up pictures of each students' locations while they researched that way he/she could have them printed for the students when they begin creating their brochures.

I reduced the amount of locations that students needed to research depending on their language proficiency. For example, levels 5 and 4 will research 3, level 3 students will research 2, and levels 2 and 1 will research 1 location. In order to meet the level of needs for all students, there are many different language abilities that students can use to show their findings. For example, students are provided with visuals and sentence starters. The visuals are very helpful for lower ELLs because it clarifies the words. Lower ELLS are provided with sentence starters during their research and when they represent their findings.
Checklists
## Grammar Index

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<th>Lesson</th>
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<td>Plurals</td>
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<tr>
<td>Action verbs</td>
<td>1, 4</td>
</tr>
<tr>
<td>Numbers</td>
<td>3, 4</td>
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<tr>
<td>Adjectives</td>
<td>4</td>
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</table>

## Language Functions Index

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<tr>
<td>Explain</td>
<td>1</td>
</tr>
<tr>
<td>Identify</td>
<td>3</td>
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Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<td>33</td>
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<td>I.B. Develop Vocabulary</td>
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<tr>
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<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>5</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>5</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>II. Make Text Comprehensible</td>
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<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
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<tr>
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<td>20-21</td>
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<tr>
<td>II.C. Amplify Number of Activities per Text</td>
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<td>33-35</td>
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<td>III. Make Talk Comprehensible</td>
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<td>III.A. Pace Teacher’s Speech</td>
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<td></td>
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<tr>
<td>III.C. Use of Word Walls</td>
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<td></td>
<td></td>
<td></td>
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<td>III.D. Frame Main Ideas</td>
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</tr>
<tr>
<td>III.E. Check for Understanding</td>
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<td>20</td>
<td>33</td>
</tr>
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<td>IV. Change Traditional Classroom Talk</td>
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<td></td>
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<td>IV.A. Use Teacher Question and Response Strategies</td>
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<td></td>
</tr>
<tr>
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<td></td>
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<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student’s Language Proficiency level-- in conversations, activities, and assessments</td>
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<td>22-28</td>
<td>36-48</td>
<td></td>
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<td></td>
</tr>
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<td>VI.A. Challenge students to produce extended academic talk</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>27,28</td>
<td>48</td>
</tr>
</tbody>
</table>
Original Lessons
Lesson Plan 1

**Your name**

<table>
<thead>
<tr>
<th>Date of Lesson</th>
<th>Name of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td>Social Studies Language Arts</td>
</tr>
</tbody>
</table>

**Topic of lesson** The Geography of our School

**References**

**Standards**

- GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.
- GEO 3.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

**Instructional Group** Whole group and small group

**Rationale**

Students will be able to explain how the layout of their school affects the lives of the people in the school community. Students will be closely observing and recording the physical layout of the school such as the relationship of the classrooms, fields, playgrounds, essential offices, cafeteria, etc. This lesson serves as an introductory lesson to the unit of study on Connecticut geography. After this lesson, students will begin to understand on how geographical features affect the way people live. By using their school, it is a good way for students to open their eyes to the concept.

**Learning Objectives:**

- Students will observe and record the layout of their school.
- Students will be able to explain how the layout of their school affects the lives of the people in the school community.

**Assessment:**

Students will be writing in their language art journals on how the set up of the school, the geographical features affects the way people "live" in the school community.

**Materials:**

- Blank map
- Notebook
- Journals
- Pencils
- White board

**Lesson Procedure:**

**Initiation:**

- Today we are going to talk about the way the layout of our school affects the way the
people “live” in the school community. We are going to go on a walk through the inside and outside of the schools. I am going to give you a blank map of the lay out of our school and I want you to label the different parts of the school! Now, “what is geography?”

**Lesson Development:**

- Have students discuss in a think, pair, and share model their definition of geography.
- Transition students back to a whole group discussion. Write students ideas on the board.
- Write the definition of geography on the board. Geography is a science that deals with Earth’s surface. People who study geography are called geographers. Geographers are interested in Earth’s physical features, such as mountains, deserts, rivers, and oceans.
- Have students break off into teams of four or five students.
- Students will now explore the interior layout of the school.
- Students will jot down notes on the set up.
- Students will be drawing the interior set up of the rooms and how the school is laid out as they go, so they will not forget.
- When students come back to the classroom, transition them to go outside as a class.
- Go on a nature walk on the outdoor campus of the school.
- Have students draw the exterior features of the school. The fields play ground, black top, flowers, etc.
- After the nature walk, students will come back inside.
- Sitting in their groups, students will add their details of the school to their maps.
- Hand out crayons.
- Students will color in their pictures.
- Transition students back into whole group discussions and ask, “Do you think the layout of our school works well for our school community?”
- After discussion, ask students to take out their Social Studies journals.
- Write question of the white board “How do the man-made and natural features that placed on school grounds and the layout of the actual school affects our lives as a school community. Were the man-made features of our school community planned out well?”
- **After students write in their journal, transition into a discussion with the whole class so fellow students can hear their responses.**

Transition back into individual work, if their were any school features you would change in location to other features so it would work better for our school community?

**Closure:**

So just like the way the school is set up helps make our school the best learning community it could be, this is closely related to how the set up of geographical features in the state of Connecticut affect the way residents live in Connecticut.
Lesson 3: Facts of Connecticut

This lesson will introduce students to landmarks and important facts about Connecticut. We will begin the lesson by making a KWL chart on a large sheet of butcher paper. I will ask the class if they can tell me a couple of facts that they know already or even facts that they learned about geographic features of CT from the previous lesson so that we can fill out the K column. I will then ask them what are some things that they would like to know about CT so that we can begin our research. I will divide the class into groups of 2-4 so that they can research together. Each group will be provided with a website that I assign. Once they have done their research, each group will give me two facts that we will write in the L column.

- **Objectives:**
  - Students will be able to research and record facts about CT
  - Students will be able to write an informative paragraph about CT

- **Formative Assessment:**
  - Students will write an informative paragraph about the facts they learned at the end of the lesson to share with their classmates.
Lesson Plan 4

<table>
<thead>
<tr>
<th>Your name</th>
<th>Name of school</th>
<th>Grade level</th>
<th>Subject area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson</td>
<td></td>
<td>Three</td>
<td></td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>Brochure of City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td></td>
<td></td>
<td>CCSS.ELA-LITERACY.W.3.7 -Conduct short research projects that build knowledge about a topic.</td>
</tr>
<tr>
<td>Instructional Group</td>
<td></td>
<td></td>
<td>Whole group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small group</td>
</tr>
<tr>
<td>Rationale</td>
<td>Students have learned in our first lesson of our unit about the geographical features in Connecticut. This lesson will give students an opportunity to explore more of their city and other geographical features that they did not learn about in the previous lesson by creating a fun city guide brochure!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td></td>
<td></td>
<td>Students will learn how to make a brochure Students will look up information about locations in the city that they live in</td>
</tr>
<tr>
<td>Assessment:</td>
<td>At the end of the second lesson, students will orally present their city brochures. They will state the city of their brochure, show the pictures of the locations they took pictures of as well as state the information they researched on these locations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td></td>
<td></td>
<td>Disposable camera for each student Chart paper Computers with internet access Sample brochures Brochure planning sheet</td>
</tr>
<tr>
<td>Lesson Procedure:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiation:</td>
<td></td>
<td></td>
<td>Today we are going to be learning how to make a city brochure. I will be putting three pieces of chart paper around the room. Can we start brainstorming ideas on what will be included in a town brochure? Place three pieces of chart paper around the room in a circle. At the top of each one write</td>
</tr>
</tbody>
</table>
a category label to guide brainstorming, such as: entertainment, restaurants, or
businesses.
- Divide students into three groups. Start each group at a different piece of paper and give
them about two minutes to brainstorm places in town that fit in the category listed at the
top.
- Rotate the groups so that they get a chance to brainstorm for each category.

**Lesson Development:**

- Transition students into whole group discussion.
- Place model of teacher made brochure on the board.
- Turn and talk, why is having a brochure a good way to “show” off our city.
- Transition students back into whole group discussions and explain why “a brochure is a
great way to present information to people using words and photographs.”
- Break off class into pairs.
- Tell students that we will be looking at different brochures and you can take ideas from
ones made in the past.
- Pass out the brochures you have assembled and allow some time for students to look at
them. While students are doing this, walk around and discuss with the students about the
brochure they are looking at.
- Tell students that they will create a brochure about the city they live in.
- Have students write down interesting places or fun places to visit in the city that they live
in.
- End the lesson by telling students that for homework, with their parents they should go
and take pictures of the places they have listed. They should have the pictures taken over
the weekend and bring in their cameras on Monday.

**Day 2 of lesson**

- Tell students that they are going to begin researching the places that they took pictures
of.
- Hand out brochure panning sheet to each student. Each student should get one copy for
all of his or her locations. (For examples, if a student took pictures of three different
places, they need three copies of the brochure planning sheet.
- Once they have finished their research they can begin to put their brochure together.
- The brochure should have a title, pictures of the places they thought were interesting and
under each picture should be the information they researched and a couple of sentences
as to why they like that place.

**Closure:**

- “Over the past two days we learned about how to make a city brochure, they are a great way
to present information and show off about our city. While you are making the brochures you were
closely looking at the geographical features in our cities.”