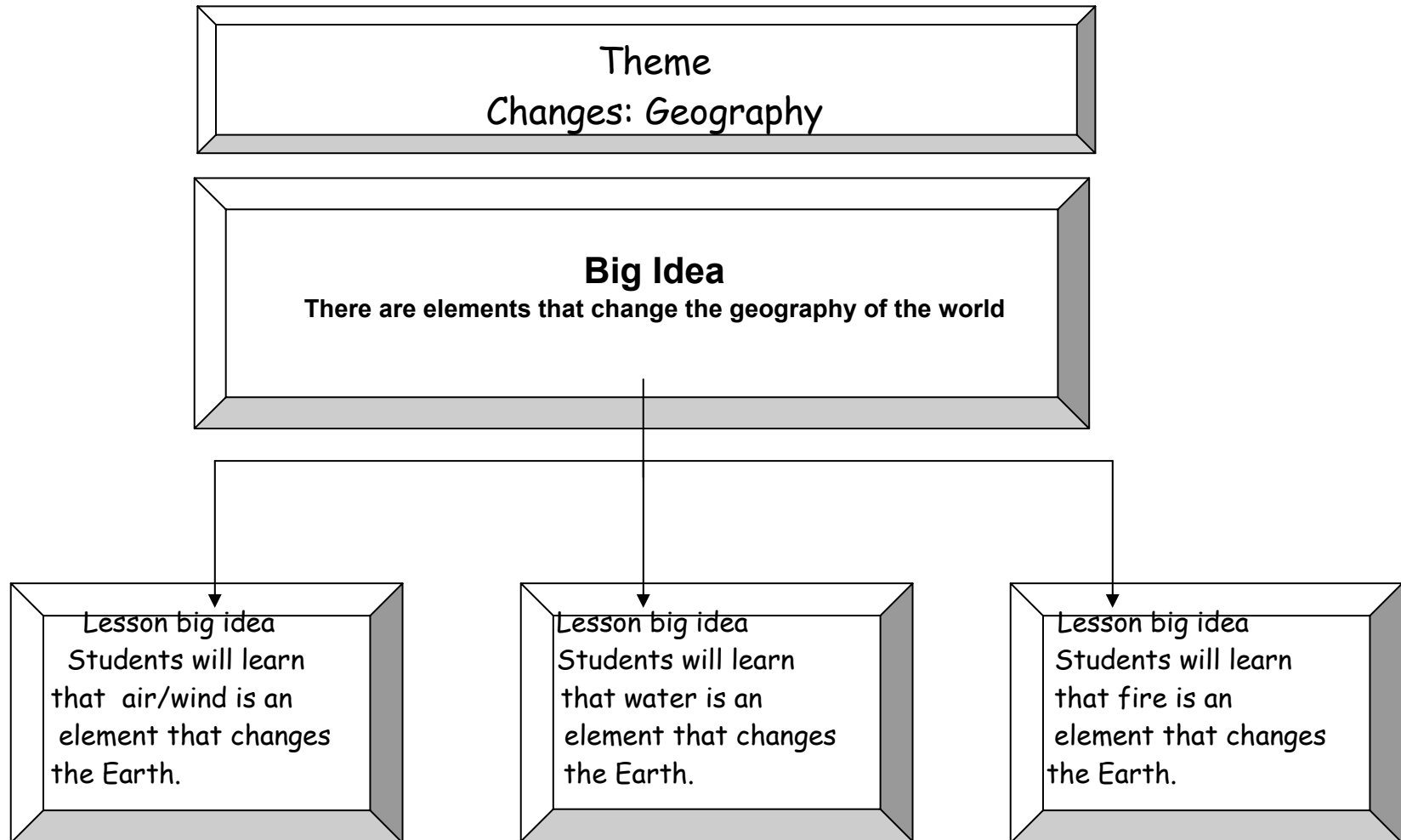


Patty Lezon
Alba Castellanos

POPULATION NARRATIVE

The social studies unit on geography was targeted for next year's second grade dual language classroom of 24 students (9 boys and 15 girls). At least 16 out of 24 students are from low-income families and the rest are from middle to upper income families). Of these 24 students 9 are native English speakers (European background) and 15 are native Spanish speakers (Mexican background). For the English native speakers this was their first L2 language experience. Thirteen of the L1 speakers began their Spanish literacy in kindergarten in a TBE pullout program. Some of these kindergarteners were newcomers from Mexico. Only one Spanish speaker did not qualify for the TBE program and this year in first grade we had one newcomer from Mexico. Three of these students have received Reading Recovery services in English. Most of the students are reading at or above grade level in both languages. However, there are just a couple of students who are still reading below grade level in both languages. These sets of students will continue in the dual language program using an 80/20 model with a main focus in Spanish instruction through the content areas. This will be District 47 second year running a dual language program. Currently District 47 social studies curriculum is only available in English. However, through the use of websites we were able to locate Spanish materials for this unit that will cover all four domains of language.

UNIT PLANNING GUIDE



Patty Lezon
Alba Castellanos

All Standards are from the State of Illinois Learning Standards:
<http://www.isbe.state.il.us/ils/>

Standards for Unit on Changes of our Earth

Lesson 1: Students will learn that air/wind is an element that changes the Earth.

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditorily based media.
- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
- 4.B.1b** Participate in discussions around a common topic.
- 5.A.1a** Identify questions and gather information
- 5.A.1b** Locate information using a variety of resources.
- 5.C.1b** Use print, non-print, human and technological resources to acquire and use information.
- 11.A.1a** Describe an observed event.
- 11.A.1b** Develop questions on scientific topics.
- 17.A.1a** Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
- 17.C.1a** Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).
- 17.D.1** Identify changes in geographic characteristics of a local region (e.g., town, community).

Standards for Unit on Changes of our Earth

Lesson 2: Students will learn that water is an element that changes the Earth

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditorily based media.
- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience
(e.g., show and tell).
- 4.B.1b** Participate in discussions around a common topic.
- 5.A.1a** Identify questions and gather information
- 5.A.1b** Locate information using a variety of resources.
- 5.C.1b** Use print, non-print, human and technological resources to acquire and use information.
- 11.A.1a** Describe an observed event.
- 11.A.1b** Develop questions on scientific topics.
- 17.A.1a** Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
- 17.C.1a** Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).
- 17.D.1** Identify changes in geographic characteristics of a local region (e.g., town, community).

Standards for Unit on Changes of our Earth

Lesson 3: Students will learn that fire is an element that changes the Earth

- 4.A.1a** Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension
- 4.A.1c** Follow oral instructions accurately.
- 4.A.1d** Use visually oriented and auditorily based media.
- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
- 4.B.1b** Participate in discussions around a common topic.
- 5.A.1a** Identify questions and gather information
- 5.A.1b** Locate information using a variety of resources.
- 5.C.1b** Use print, non-print, human and technological resources to acquire and use information.
- 11.A.1a** Describe an observed event.
- 11.A.1b** Develop questions on scientific topics.
- 17.A.1a** Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
- 17.B.1a** Identify components of the Earth's physical systems.
- 17.D.1** Identify changes in geographic characteristics of a local region (e.g., town, community).

Big Idea/Essential Understanding: Students will learn that air/wind is an element that changes the Earth.
 State Standard(s): 4.A.1a, 4.A.1b, 4.A.1c, 4.A.1d, 4.B.1a, 4.B.1b, 5.A.1a, 5.A.1b, 5.C.1b, 11.A.1a, 11.A.1b, 17.A.1a, 17.C.1a, 17.D.1
 Language of instruction/Language Standard: Spanish

Preview Stage:	<p>Activities: <i>Content Objectives – Students will activate their prior knowledge, brainstorm questions and organize information on air /wind using an anticipation/ prediction guide.</i></p> <p><u>Language Objectives</u> – Students will discuss what they know and want to know about air/ wind</p>	<p>Strategies: Think-Pair-Share using the anticipation/ prediction graphic organizer</p> <p>Differentiation: cooperative groups will each have a balance group of L1 & L2 students. Sentence starters, vocabulary, pictures, word wall words and question prompts will be posted in the classroom for student use.</p>	<p>Flexible Grouping Cooperative groups of 4 and wrap up with whole group</p> <p>Instructional Assessment: Teacher will make informal observations of students using target language (i.e. questioning, use of vocabulary, and talking to the table discussion) within the small cooperative groups</p>
Focused Learning Stage	<p>Activities: <i>Content Objectives – Students will read about air/ wind how this element changes the Earth. Teacher will model how to use the SQ3R graphic organizer with a short reading [Model first surveying the text. Then show students how to construct questions using the title/ subtitles. Followed by reading the passage, reviewing it and reciting the main idea or answer to the question]</i></p> <p><u>Language Objectives:</u> - Students will orally explain the effects of air/ wind on land and how this element changes the Earth.</p>	<p>Strategies: SQ3R Study Strategy: (Survey, Question, Read, Review & Recite). Talk to the Table strategy to help confirm or change answers to the anticipation/prediction guide they filled out prior to reading.</p> <p>Differentiation: heterogeneous small groups, each having a balance of L1 & L2 Text, vocabulary, pictures, anticipation/ prediction guide & SQ3R will help facilitate group discussion on findings.</p>	<p>Flexible Grouping: Cooperative groups of 4 and wrap up with whole group</p> <p>Instructional Assessment: Outcome of anecdotal notes on the SQ3R Study Strategy</p>
Application Stage:	<p><i>Content Objectives – Each group will make a poster to illustrate, name and explain causes and effects of air/wind has on Earth.</i></p> <p><u>Language Objectives:</u> - Students will present report orally the information they have gathered on air / wind.</p>	<p>Strategies: Using the Anticipation/ Prediction guide/ SQ3R and write and illustrate the information that was learned after the readings.</p> <p>Differentiation: heterogeneous small groups, each having a balance of L1 & L2 students using the Talk to the Table strategy Sentence starters, vocabulary, pictures, word wall words and question prompts will be posted in the classroom for student use. Use question prompt: ¿Como se dice....? to help students maintain the target language</p>	<p>Flexible Grouping: Pair group of L1 and L2 students</p> <p>Instructional Assessment: Student will be assess on the poster and oral report</p>

Big Idea/Essential Understanding: The students will learn that water is an element that changes the Earth.
 State Standard(s): 4.A.1a – 4.A.1d, 4.B.1a, 4.B.1b, 5.A.1a, 5.A.1b, 5.C.1b, 11.A.1a, 11.A.1b, 17.A.1a, 17.C.1a, 17.D.1
 Language of instruction/Language Standard: Spanish

Preview Stage:

Activities:

Content Objectives – Students will ask yes/no questions/pictures about the different types of water forms that cause erosion.

Language Objectives – Students will say the name of the picture; ask questions and discuss in small groups; listen to and read answers to determine which type of water causes changes to the Earth.

Strategies: Concept attainment – rivers, glaciers, rain [floods]. These words are written in Spanish (L1) and English (L2). These words from the concept attainment become the word bank for the unit.

Differentiation: cooperative groups using talk to the table strategy with same ratio of L1 and L2 students.
 ¿Esta agua causa....? ¿Qué está pasando...? “¿Cómo se dice....?” For Spanish L2 speakers in order to increase production in target language

Flexible Grouping

Heterogeneous groups of 4

Instructional Assessment:

teacher will make informal observations of students using target language (i.e. questioning, use of vocabulary, and talking to the table discussion) within the small cooperative groups.

Focused Learning Stage

Activities:

Content Objectives – Students will read about water how this element changes the Earth and during the reading use a Cause and Effect graphic organizer with Connect-Two vocabulary.

Language Objectives: - Students will use all four language domains to explain the causes of water on land and how this element changes the Earth.

Strategies: Think-(Write)-Pair-Share will be used with the Connect-Two organizer using the following words: aire, lluvia, río, olas del océano, glaciar, cañón, médano, valle, plantas, cambios del costal, erosión.

Differentiation: Heterogeneous pairs and whole groups of L1 and L2 students.

Flexible Grouping:

Heterogeneous pairs of L1 and L2 students.

Instructional Assessment:

Given a list of vocabulary and pictures the student will individually fill out a Cause-effect graphic organizer

Application Stage:

Activities:

Content Objectives – Students will create a visual and written report using the Frayer Model. Teacher will first model how to complete the organizer by providing the words/concepts and pictures of a glacier, oceans waves, hurricane, rivers and floods.

Language Objectives: - Students will use the target language and vocabulary provided to present what they have learned.

Strategies: During LEA to make class book on water and how this element affects the Earth using the target language the students will use the talk to the table strategy.

Differentiation: cooperative groups of 4 (L1 and L2) students.

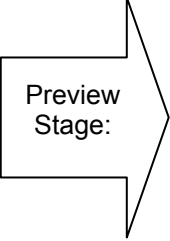
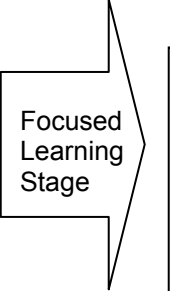
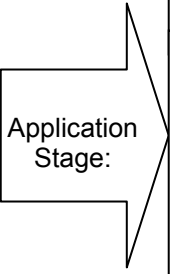
Flexible Grouping: cooperative grouping of 2 L1 and 2 L2 students.

Instructional Assessment: oral reports using the Frayer Model; LEA activity to make class book.

Big Idea/Essential Understanding: Students will learn that fire is an element that changes the Earth.

State Standard(s): 4.A.1a – 4.A.1d, 4.B.1a, 4.B.1b, 5.A.1a – 5.A.1b, 5.C.1b, 11.A.1a, 11.A.1b, 17.A.1a, 17.B.1a, 17.D.1

Language of instruction/Language Standard: Spanish

 <p>Preview Stage:</p>	<p>Activities: <i>Content Objectives – Students will activate prior knowledge using an anticipation guide.</i></p> <p><u>Language Objectives</u> – Students will predict different places on Earth where natural fires may occur.</p>	<p>Strategies: picture and word sort using TPR to develop the word bank followed by the anticipation guide and talk to your table Strategy.</p> <p>Differentiation: talk to your table, word bank, and balance of L1 and L2 students.</p>	<p>Flexible Grouping Cooperative groups of 4</p> <p>Instructional Assessment: anecdotal notes, discussion among students, and response to the anticipation guide.</p>
 <p>Focused Learning Stage</p>	<p>Activities: <i>Content Objectives – Students will read and listen to read aloud on fire and how it changes the Earth.</i></p> <p><u>Language Objectives:</u> - Students will listen and orally explain on what they have learned from their readings and read aloud by taking notes.</p>	<p>Strategies: Team jigsaw along with the Three Step interview.</p> <p>Differentiation: talk to your table, balance of L1 and L2 students.</p>	<p>Flexible Grouping: cooperative groups of 4</p> <p>Instructional Assessment: anecdotal notes on group participation using the Three Step Interview.</p>
 <p>Application Stage:</p>	<p>Activities: <i>Content Objectives – Students will complete anticipation guide using new and old information on fire.</i></p> <p><u>Language Objectives:</u> - Students will use all four language domains in order to complete the anticipation guide and be ready to share their knowledge to the whole class.</p>	<p>Strategies: talk to your table followed by round robin when sharing information to the whole class.</p> <p>Differentiation: word bank, balance of L1 and L2 students.</p>	<p>Flexible Grouping: cooperative groups of 4; wrap-up with whole group.</p> <p>Instructional Assessment: students will be assessed through a shared writing activity on fire.</p>

Rigby (Harcourt Achieve) Books

- Expertas en Terremotos (BB) ISBN: 07635-32355-CV4 Lesson 3
(SB) ISBN: 07635-20667-CV4
- Trueno de la Tierra (SB) ISBN: 07635-20683-CV4 Lesson 3
- ¡Huracán a la vista! (SB) ISBN: 07635-20691-CV4
Lesson 1 and 2
- Por qué soplan los vientos salvajes (SB) ISBN: 07635-1845X-CV4
Lesson 1
- La montaña que llora (SB) ISBN: 07635-18484-CV4 Lesson 3
- La diosa del volcán (SB) ISBN: 07635-20551-CV4 Lesson 3
- Tras las tormentas (SB) ISBN: 07635-20829-CV4 Lesson 2
- El sacudón de San Francisco (SB) ISBN: 07635-20810-CV4 Lesson 3
- Antártica (SB) ISBN: 07578-64503-CV4 SSR
- Asia (SB) ISBN: 07578-64481-CV4 SSR
- Cataratas Ángel (SB) ISBN: 07578-6449X-CV4 SSR
- Groenlandia (SB) ISBN: 07578-6452X-CV4 SSR
- Mauna Loa (SB) ISBN: 07578-64473-CV4 SSR
- Sahara (SB) ISBN: 07578-64511-CV4 SSR

Delta Publications

Aire y Tiempo (SB) ISBN: 1-58356-545-0 Lesson 1, 2,
and 3

Tomkins, Gail E. (1998) SQ3R 50 Literacy Strategies: Step by Step pp.103

www.eduplace.com/bil/links/disasters.html From this websites, I was able to locate other sites on hurricanes, volcanoes and earthquakes under the subtitle of disasters/desastres:

1. <http://www.cenapred.unam.mx/sabes/sabes.html> When you get into this Spanish site, click on the icon [monitoreo volcánico] to get information on volcanoes and photos. This icon will take you into another website that is good for the focus stage of the lesson which can be used as a guided reading activity. The information could be copied on a transparency and used during the reading block where the students are in cooperative groupings of L1 and L2 speakers. The photos can be used in a picture sort in develop vocabulary in the preview stage if needed in order to facilitate reading comprehension and the big idea during the guided reading lesson. The two illustrations and text explain what a volcano is and how they are formed. Later, the text helps the students get the big idea in lesson 3. The site in general provides other important information on the other lesson that can be used during SSR or the application stage after completing all the lessons in the unit and taking the big ideas further in writing or group report on what people should do to protect themselves from these natural disasters that are cause by these elements that changes the geography of Earth.
2. [Viaje virtual a los volcanes Citlaltépetl y Popocatepetl](http://www.cenapred.unam.mx/eventos/viajevirtual/viaje1.htm) <http://www.cenapred.unam.mx/eventos/viajevirtual/viaje1.htm>: This on the same site mentioned above. The text is short and simple. The slide show helps the students visualize the reading. This site can be used during SSR, or as a center when doing guided reading. The journey begins in Mexico City and takes the viewer to two active volcanoes near the city.
3. [Los volcanes, simbolo de México](http://www.arts-history.mx/volcan/volcanes.html) <http://www.arts-history.mx/volcan/volcanes.html> This site provides information about **Manuel Zavala y Alonso** Telón de nuestra historia, Popocatepetl e Iztaccíhuatl. A short abstract on how the myths and legends were developed because of these volcanoes. This information is good for teachers to give their students background knowledge about the myths and legend on volcanoes. This site does not have much for students in getting the big ideas.
4. [Montañas y volcanes de Costa Rica](http://www.guiascostarica.com/mont.htm) <http://www.guiascostarica.com/mont.htm> This Spanish site talks about the Andean Range of Costa Rica and with a detailed list of Costa Rican volcanoes and their characteristics. It has a wonderful photo gallery of the different volcanoes that can be copied for many purposes. Great source for pictures for picture sorts in the preview stage, in the focus stage modeling the Fray graphic organizer and for students to use on the application stage to report on the big idea. The Spanish text would be best read aloud to students.
5. [Terremotos](http://www.ugr.es/iag/prevenir.html) <http://www.ugr.es/iag/prevenir.html> Spanish website from Spain on what one should do before a major earthquake? It has some basic suggestions on how to protect oneself from earthquakes. Gives definition of concept terms to understand the big ideas in connect two strategies in the preview or focus stages of a lesson. There are photos that can be printed to use during the application in reporting after all the lesson in the units are taught to report knowledge on the big idea and how people protect themselves from these natural disasters that are cause by these elements that changes the geography of Earth.

[PROGRAMA EDUCATIVO](http://www.binasss.sa.cr/poblacion/desastres.htm) www.binasss.sa.cr/poblacion/desastres.htm is a Spanish website explaining and illustrating the different natural disasters that changes the geography of the Earth. This is a great site for guided reading that be done during the focus stage of the lesson. Text is

extremely long and should be divided into sections. Great if you can read aloud and later simplify the text using the LEA strategy to make book for lower readers.

[S-Cool! - AS & A2 Level Geography Revision Guide](http://www.s-cool.co.uk/topic_principles.asp?loc=pr&subject_id=6&topic_id=3) www.s-cool.co.uk/topic_principles.asp?loc=pr&subject_id=6&topic_id=3 is an English website that explains the natural hazards such as the plate tectonic movements, volcanoes, cyclones etc. with pictures of which some animation to illustrate the movement of plates, growth of a volcano or air currents. This is a great site to demonstrate to students visually the big ideas of the unit as a center for ESL.

www.enchantedlearning.com is a website in English and Spanish. The Spanish section is quiet small, but does have of geographic vocabulary words and pictures to build the Spanish language when describing the landforms of Earth. In English, there are picture or animation with small readings on the geology, Pangaea, hurricanes, tsunami and volcanoes for the lesson in this unit hat can be used during ESL time instruction.

Wicklender, Carole. (1999). What changes our earth? (People, spaces & places)Randy McNally [in English] Big book District unit for second grade
This unit has a teacher's guide with hands on activities to demonstrate the plate tectonic and includes geo cards to illustrate the elements of the unit during the preview stage of the lesson. As well has blackline copy of the big book that can be made for the students. The English can be whitedout and translated into Spanish as a reading source for the students for guided reading during the focus stage of the lessons.

ESL Read aloud or self selected readings:

The Magic School Bus Inside the Earth

by Joanna Cole;

illustrated by Bruce Degen

Scholastic, New York, NY

(1987; 56 pp.)

Grades K-6

On a special field trip to the center of the Earth, Ms. Frizzle's class learns firsthand about different kinds of rocks and the formation of the Earth and its structure. Although intended for a young audience, reading this book would be a good way for students to learn more about the different geological layers and forces at work inside the Earth. Also useful is *The Magic School Bus on the Ocean Floor* (1992) for its mention of hot water vents deep under the ocean.

Volcano: The Eruption and Healing of Mount St. Helens

by Patricia Lauber

Bradbury Press, New York, NY

(1986; 60 pp.)

Grades 4-7

Photographic account of how and why Mount St. Helens erupted in May 1980 and the destruction it caused. Two chapters discuss the survivors and colonizers, and the plant and animal life that returned to the area. In Chapter 5 dormant volcanoes and their mechanics are explained with a positive look at the creative effects of an eruption. Chapter 5 also includes a good basic introduction to the key topic of plate tectonics

Magic Dogs of the Volcanoes

by Manlio Argueta;
illustrated by Elly Simmons;
English translation by Stacey Ross
Children's Book Press, San Francisco, CA
(1990; 31 pp.)
Grades 1–4

When the traditional magic dogs who live on top of ancient volcanoes and protect the people of El Salvador are pursued by lead soldiers, the volcanoes play a trick. The male volcano fans himself with his steam hat, making the Earth hot. The female volcano shakes her dress made of water and makes the soldiers wet so they sizzle and melt. This is an imaginative, multicultural extension to the activities in *Plate Tectonics*.

How To Dig A Hole to the Other Side of the World

by Faith McNulty;
illustrated by Marc Simont
HarperCollins, New York, NY
(1990; 32 pp.)
Grades K–8

A child takes an imaginary 8,000-mile journey through the Earth and discovers what's inside. As he passes through the Earth's crust, then the mantle, and into the core, the book describes the structure of the Earth, the heat energy stored in the center of the Earth, and how far the boy has come and how far he has to go. The reader gains information about the composition of each layer, connections to magma and geysers, and an awesome appreciation of the size of the Earth

Hill of Fire

by Thomas P. Lewis;
illustrated by Joan Sandin
HarperCollins, New York, NY
(1971; 63 pp.)
Grades 2–5

A Mexican villager plowing a field opened up a crack in the Earth that erupted within days into a new volcano, Paricutin. The power of the volcano and the impact of change are strongly conveyed. The actual 1943 event is described in a historical note. This was only the second time in recorded history that the birth of a volcano has been directly witnessed by humans. While told in simple language, the story is still appropriate for older students.

Dear Katie, The Volcano Is a Girl

by Jean Craighead George;
illustrated by Daniel Powers
Hyperion Books for Children, New York, NY
(1998; 32 pp.)

Grades 1–5

When Katie and her grandmother visit the Kilauea volcano in Hawaii, they argue over whether the volcano is a geophysical phenomenon or an angry Hawaiian goddess. Grandmother describes the scientific principles behind volcanic eruptions while Katie tells the Hawaii mythology of the goddess Pele and her role in creating the islands and the volcano. In the end they realize they're both right. While intended for a younger audience, this book can be useful for its insight into explanations cultures create to explain natural events.