Unit Plan

Refection

Peer Review from Marissa

Peer Review to Andrew

Changes to my Unit Plan are highlighted in green in the following pages. After getting feedback from Marissa and receiving some actionable feedback and also doing a peer review for Andrew, I made some changes that I think would be an engaging educational experience for the grade 5.

While reviewing Andrew's unit plan, I noticed that his language standards were very specific for academic language that would be used during the lessons. I realized that I could do a better job with my language goals to include the use of the academic language that would be required of a student. Such as described in this article from ColorinColorado (Himmel, 2012). I decided that stating the language that would be required for the collaboration and also the academic name of the format of note taking should be added to the language goals. As I read Andrews, I thought about what I would be looking for in his Unit Plan in terms of scaffolding for English Language Learners and realized that one thing I would want is to have as a tool is a word box or sentence frames for my own students. In Andrew's plan, that might look like adding a list of words under each type of story attribute: setting = forest, city, past, present, castle/kingdom, farm, etc. Each story element might have a list of possible or example words to get a student started. For mine, I thought of adding a sentence frame or a list of questions that a student might want to look for in their reading, the basics in order to get them started writing their notes. This could be in the form of a strip of paper to glue into their notebooks or I could also make a Google Doc for them to view. I could add sentence frames, for example: Explorer was born in_____(location and date). Explorer died _____ (location and date). It's always interesting to see other people's submissions, and I always say this in my module survey that I learn so much from watching, reading and hearing other cohorts' ideas in action. Marissa's feedback allowed me to see my unit plan from an outside perspective, and I see strengths in the detailed sequence of my lessons within the week, as well as the differentiated pieces for the learners' needs.

Unit Plan

Language Domain: Speaking, Listening, Writing, and Reading
Teacher Candidate Name: Caprice Schupp
Unit Name: Explorers of the World, Where We Are in Place and Time
Subject and Grade Level: PYP Unit of Inquiry Grade 5
Learner Population in detail: Grade 5 students in a small school setting, in Germany. English language is the instructional target language. Learner population as follows:

- One male student from Poland, new to school speaks English, but is still learning and in English Language Acquisition (ELA) low Level 2. Needs support emotionally adjusting to new friend groups and being comfortable with speaking. Listening and reading are doing well, but writing needs more support.
- Two male students with at least two years in the same school whose home language is Korean, in ELA Level 3, fairly fluent. Have been learning in English or about English since before they arrived at our school. Academically engaged and need assistance with mechanics of writing and pronunciations.
- One female student from Ukraine, speaking English for only two and a half years, arrived at our school with very little English, ELA Level 3. Needs support with productive language skills.
- Another female student from the Netherlands, also arrived at our school two and a half years ago speaking very little English - nearly ELA Level 3 currently. Needs support with productive language skills.
- One male from the Netherlands who has been learning in English at our school since pre-primary (age 4), tested out of ELA, receives extra instructional time in his home language of Dutch by a school contracted Dutch teacher to supplement his learning in school. Needs motivating tasks to stay engaged and on task.
- Other students speak English at home, several are new this year to our school, but they have not needed as much support to integrate into the school environment. Many have been attending our school since grade 2 or even before. Varying levels within grade level range of capabilities regarding reading

and writing. Speaking and listening goals are on par with the grade level Rubrics for presentations.

Standard:

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

Language Objectives: Language objectives will be how the student meets the content standard. In order for the learner to be able to explain connections in the historical context of explorers, they will first need to gather information from reading texts, create tools that support building understanding, practice forming their words with a partner, do some deep thinking about the concepts, and finally compare and share what they found.

Writing: Take notes on important facts from readings. Write a mind map using support tool or create mind map. Use the format of boxes and bullets to take notes.

Speaking: Use speaking skills to brainstorm as a class, turn and talk to partners, share and compare with partners. Share ideas in the form of positive suggestions such as "I think that…" or "I wonder if… " and "Is it possible that…" as a form of offering brainstorm ideas.

Listening: Follow directions of teacher modeling skills that need to be used for the unit activities. Active listening to their partner during share and compare.

Reading: Read for specific information about explorers, using the model the teacher provided. Read own notes about resources read.

Overarching Goals: What would you expect for mastery? (Objectives, both standards and language based)
Mastery is: Student makes connections between current push and pull factors and historical explorers push and pull factors. Student uses academic language to discuss, compare and contrast during partner share. Student is able to understand academic vocabulary within the context of explorers (such as expedition, navigation, boundaries). Student creates or builds a thoughtful and detailed mind map about their explorer, showing deep investigation into the resources used. Student can write notes about an explorer using the skill of main idea followed by sub-ideas.

Objectives: Identify the objectives for the unit and a table that shows 21st Century skills addressed. Use the objectives that you created in Unit 1.

Objective	21st Century Skills Addressed

Students will be guided to find information about their chosen explorer and take note of what is important and factual.	Information
Students will use technology by adding writing to websites. They can choose to use technology apps such as Google Slides, LucidChart, or Coggle to create mind maps.	Technology
Students will communicate using speaking and writing skills with their partner, to the teacher, and as a class.	Communication Skills
Students will work with partners to create a compare and contrast chart. They will also discuss and identify together identifying push and pull factors.	Collaboration

Prerequisite Skills: What skills do students need to have before beginning this unit?

Students must be able to type into a Padlet and use other technology to write and communicate.

Prior knowledge with Compare and Contrast (or provide a mini-lesson during the unit week).

Summative Assessment: What evidence or project will students submit to demonstrate that they have met the standard and objectives? How will you assess these products? How will you differentiate the assessments based on varying reading levels of students?

Formative Assessment: How will you monitor and track student progress?

Lessons: What are the lessons that you will teach for this unit? How will you sequence the lessons that you will teach for this unit? Will your lessons be goal oriented, theme-based, or project-based? What strategies will you use to teach vocabulary to students of varying reading levels? Mention any other literacy skill covered in a lesson. What follows this unit?

1. **Lesson 1 - Model and Practice Gathering Resources, Taking Notes**
    a. **Last week**, the class talked about exploring and adventures. The students completed a mapping activity creating their own map of our forest and farming routes around our school. They used their experiences to lead them into the activity of Explorers of the World, now that they have some background in exploring and creating maps using trails and non-paved routes in a somewhat familiar area. At the end of last week, students began to learn about historical figures who explored the world. We talked about some of the more well known cultures, such as Spain and the Vikings, as well as learning about a non-normative explorer - a woman from Asia, named

Madam Jung. Students had a chance to select one or two explorers they wanted to find out more about. They could choose a famous explorer or someone that is not as well known but has enough information written about them so the student can gather information on their explorer. If it was a not so well known explorer, then the students needed to pick a second more well known explorer in order to have a back up plan in ase there weren't enough resources.

b. Today's beginning of the week/unit lesson is all about modeling and practicing the skills they will need for the end of week/unit collaboration mini-project.

c. **Padlet** will be opened for all to write down what they know before they begin their research: [FISW Padlet Explorers Before and After What do I know about….](#) They will make a column for their chosen explorer and right down all the things they know about their own chosen explorer - they will only write under their own column. Even if two people choose the same person (maximum three people can have the same person), they will still write under their own column. Teacher will model how to do this at first, then allow the students to add their previous knowledge to their columns.

d. **Epic!** [Epic! Where we are in Place & Time - Exploration Collection](#) will be at the last row of the Padlet so the students have easy access to the collection with a simple link. Teacher will model how to access, while the students have their laptops in pacman format (half closed). Teacher will select on appropriate level reading selection about the explorer of their choice. Then begin to read it. Teacher will highlight the options and write down on the whiteboard the options that are available through Epic! - reading aloud, highlighting text, links for more reading, text to speech or whatever is available for the particular selected text. This is done for students to clearly see the options highlighted. Teacher will narrate the options and thought process behind choosing an option.

e. Teacher will model note-taking with the chosen Epic! book selection. Teacher will narrate the thought process again, explaining how to take notes. Teacher will use the boxes and bullets method of taking notes that is used in the Teachers College Writers Workshop, which students have learned in previous lessons during writing (both this year and in previous years if they have attended our school).

2. **Lesson 2 - Gather resources / Take Notes About Your explorer**
   a. **Students gather and take notes** using the skills from yesterday's lesson. All of today's lesson involves the teacher making rounds about the classroom doing mini conferences with individual students to get a sense of their needs and progress with the unit. The teacher will stop and give a very mini lesson to correct direction if many students are having similar problems or questions. If necessary, a small group can be gathered to work together on one very mini lesson.

3. **Lesson 3 - Take notes about your explorer / Mind Map Model and Practice**
   a. **Today's lesson begins with students continuing their note-taking.** Midway into the

lesson, the teacher will pause research and note-taking to model mind-mapping for the class.

b. **The students will brainstorm** with the teacher to add items to the mind map. For the sake of ease and to include everyone, the teacher can ask kids to talk about the playground: games we can play on it, materials and equipment, good things and bad things about the playground, and wishes for the playground. The teacher will use the whiteboard to record their discussion.

c. **Students will begin a mind map** of their own about their researched explorer. The teacher will allow students to use any means appropriate for creating a mind map. The teacher will provide useful resources such as Google slides, Lucid Chart or Coggle to create mind maps (these will have all been used in the past during the school year). As the students begin with the most basic information, the teacher will walk around the room and cover questions as they come up, bringing attention to the whole class when a question is particularly useful to be answered for the whole class. After about five minutes of practice, the teacher will instruct students to return to their note-taking.

d. **The students will then continue their note-taking** and have an idea how to begin their next lesson or if they are ready, continue to mind-map their own explorer.

4. **Lesson 4 - Discuss Push Pull Factors and Write your own mind-map of your explorers experience**

   a. **Begin with asking students how the explorers made decisions**. Explain that anyone who moves has to make decisions based on push and pull factors. Show them the [Push and Pull Chart for Where We Are in Place and Time](#) (Uhl, 2021). Have them turn and talk to a partner about what they think Push and Pull Factors are for explorers in general. Bring them back together and explain that we will use this information at the end of our weeklong unit.

   b. **Create a mind-map** (web, brainstorm, whatever you like). Choose how you will represent the ideas you want to record. You can use Coggle, Google slides, Lucidchart, BrainPOP! mind mapping tool if the explorer has a video on BrainPOP!, pencil (or other utensils) and paper, post it notes on a large poster board, or other approved by teacher method.

   c. **Gather notes from Lesson two and three,** and write, draw, or create your mind map. In your mind maps you should have methods of transportation, information about the explorer, obstacles and problems the explorer encountered, successes of the explorer, other important information that you think is useful to record.

   d. **At the end of the lesson, pair up** with the next seat neighbor and give a two minute share about your mind map.

5. **Lesson 5 - Compare and contrast your chosen explorer with a partner**

   a. **Each pair group will receive or make a chart** that will work for them to compare and contrast their explorers. Students will decide how they will record their compare

and contrast and how they will share their work with the teacher and other students. They can choose between paper/pencil (any writing utensil), Jamboard, Venn diagram, T-chart, Google slides, or any other ideas they have.

b. They will address things like: **means of transport, purpose of exploring, time of exploring, characteristics of the explorer and their teams.**

c. Students will need to **pay close attention to _purpose_ behind exploration** and make educated guesses as to why the explorer left the comforts of their homeland to venture out for unknown territory. They need to evaluate whether it was a push or pull factor (negative or positive reasons for leaving).

d. **Finally, they will discuss as a pair whether they think it was worth it to go exploring** and what effect the explorer had on the lands they discovered or perhaps conquered. Were there similar benefits or repercussions? Talk about your home country, what kind of push and pull factors could you talk about if you were an explorer leaving your home country? If you have left your home country, you might have some genuine input to contribute.

e. Have a tug of war outside with a rope from PE, putting a bandana in the middle of the rope and two cones as a "boundary" on one side and another two cones as another "boundary" to signify the winning choice. As students say a reason to explorer, add a person to the "explore" side of the rope. As students state reasons to not explore and stay in their homeland, add a person to the "stay" side of the rope. This will signify the push and pull factors in a way that physically shows how explorers and current migration decisions are made.

Differentiating Instruction: How will you differentiate the product, content, and/or process for the various needs, preferences and readiness levels of your students? How will you differentiate the lesson for students with varying reading levels, disabilities and English language learners?

1. **Lesson 1 - Model and Practice Gathering Resources, Taking Notes**

   a. Provide template for boxes and bullets formatting - print out for ELL students and two others who need to focus on the content instead of trying to structure their notes.

   b. In addition to a boxes and bullets template, provide sentence frames/question prompts in a Google doc or as a printout (some students work better with a loose sheet of paper glued into their notebooks, others would prefer the Google Doc). Sentence frames would include important things that the students need to answer from their reading/note taking such as: Explorer was born in_____(location and date). Explorer died _____ (location and date). Location explored was _____ (location

and date). Route the explorer took was _____ (which ocean or sea or land route through which countries).
   c. Suggest and assign books in Epic! to ELL students and students who need more support in reading.
2. **Lesson 2 - Gather resources / Take Notes About Your explorer**
   a. Group students who will need support getting started. Ask them what their plan is for the research, and write down on a sticky note what they say their plan is. Leave the note on their desk and walk away to the next person.
   b. Seat students who need preferred seating near the front board in case of need to show examples during a very mini lesson.
3. **Lesson 3 - Take notes about your explorer / Mind Map Model and Practice**
   a. Provide students with hand out examples and an empty mind map to fill in for simplified main mapping.
   b. Pair students who are ELL with peers that have done mind mapping and are expert mind mappers as they start their mind mapping.
4. **Lesson 4 - Discuss Push Pull Factors and Write your own mind-map of your explorers experience**
   a. Students who are ELL and or active learners will engage literally weighing with scales that visually go up and down when weight is added. Each factor is assigned a weight value (the blocks are provided with the scales in small increments). One side represents the Go Explore and the other side represents Stay Put. They use the push pull factors we discussed. Teacher provides the visual discussion record for the students as they engage in the activity. This will be further emphasized by the next lesson where we have a tug of war.
5. **Lesson 5 - Compare and contrast your chosen explorer with a partner**
   a. Provide a mini lesson for ELL and students who are not familiar with the compare contrast concept. Give a chart that is both an example and an empty chart for students to use as a support tool.

Next Steps: What will you do after the unit? Review, re-teach, extend, or move to the next unit?

References: Add resources you used to create this unit plan (preferably in APA format).

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