

Lesson Plan Template

<p>Grade: 4th</p>	<p>Subject: Foreign Language & Cultural Studies and English Language Arts</p>				
<p>Materials: Baskets/envelopes, Writing Prompts, computer/iPad (for Kahoot)</p>	<p>Technology Needed: Computer/iPad , Kahoot Game: https://play.kahoot.it/v2?quizId=d005b9ea-9d8a-497e-bbd1-f705c27d6740&</p>				
<p>Instructional Strategies:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Guided Practices and Concrete Application:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)s Explain: </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)s Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s) 3.2.1 Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, adapted folk tales, and short stories written for native speakers of the target language. W.3.4 (a) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Differentiation</p> <p>Below Proficiency: Encourage students who are below proficiency to focus on repeating one or two vocabulary words, instead of all of them. Additionally, students will be paired with above or emerging proficiency students for the story activity. Written story length will be flexible, as long as effort is apparent.</p> <p>Above Proficiency: Encourage the students who are above proficiency to explore additional vocabulary terms by choosing them from the story.</p> <p>Approaching/Emerging Proficiency: All students should be repeating the Lakota words after hearing them spoken in the video and participating in the story activity.</p> <p>Modalities/Learning Preferences: Visual: PowerPoint/Written Instructions/Video Social and Interpersonal: Group Story Activity Verbal: Practicing and Speaking Vocabulary Words Auditory: Video and audio clips</p>				
<p>Objective(s)</p> <ol style="list-style-type: none"> 1. By the end of the lesson, students will be able to recognize the importance of language and stories in the Native American culture. 2. By the end of the lesson, students will be able to identify vocabulary terms from “The Legend of the White Buffalo Woman” 3. By the end of the lesson, students will create a story that includes setting, conflict/resolution, characters, and vocabulary terms. <p>Bloom’s Taxonomy Cognitive Level: Knowledge, Understanding, Apply, Create</p>					
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Large Group Discussion/PowerPoint Presentation</p> <ul style="list-style-type: none"> • Active Listening • Engagement in PowerPoint/Video • Voice level 0 when listening; voice level 2 when practicing vocabulary terms <p>Group Work</p> <ul style="list-style-type: none"> • Everyone participates/shares ideas • Voice level 2 • Students will be grouped based on levels of writing proficiency (mix of the levels in each group) 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Large Group Discussion/PowerPoint Presentation</p> <ul style="list-style-type: none"> • Students are expected to be active listeners and engage in the vocabulary practice vocally. • Students are required to participate in the Kahoot activity • Students will maintain a voice level of 0 when watching videos and a level of 2 when practicing vocabulary terms <p>Group Work</p> <ul style="list-style-type: none"> • Students are expected to share their ideas and participate to the best of their abilities. 				

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<p>Clean Up</p> <ul style="list-style-type: none"> All students will help clean up story materials All materials must be put away before transitioning <p>Using Materials</p> <ul style="list-style-type: none"> Return materials to proper location when finished Students will grab their iPad/device prior to the start of class (place on their desk) Designate one student per group to grab the writing prompts out of the baskets at the start of the writing activity <p>Transitions</p> <ul style="list-style-type: none"> Students will transition between whole group discussion to the small group work quickly and quietly Students will be prompted with time warnings as they work on their stories. 	<ul style="list-style-type: none"> Students are expected to listen to other group members ideas. Students are expected to share materials and tasks with each of the group members. Students are required to use a voice level 2 when working together. <p>Clean Up</p> <ul style="list-style-type: none"> All students are required to clean up and return both group and individual materials to proper locations. <p>Using Materials</p> <ul style="list-style-type: none"> All students are required to responsibly use materials including devices and writing prompts. All students are expected to share materials. <p>Transitions</p> <ul style="list-style-type: none"> Students are required to transition between whole group and small group with a voice level 1
Minutes	Procedures
5-8 min	<p>Set-up/Prep: Set up the PowerPoint and set out the envelopes/basket with the different “prompt” words for story writing. Prompts include setting, characters, a problem that needs to be solved, and vocabulary words. Pre-determine groups and assign a color to each group. Place a color square (colored paper) on each student’s desk before students arrive</p>
2-4 min	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Slide #2: Introduction – Importance and Experiences</p> <ul style="list-style-type: none"> Why learning other languages is important Opportunity to reflect on past experiences and encounters. Ask the students: <ul style="list-style-type: none"> “How many different languages do you know?” “What are they?” “Where have you heard them?” “Do you know any words/phrases that you could share with us?”
30 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Slide #3: Significance of Preserving Native Language and Stories</p> <ul style="list-style-type: none"> Play attached video from Author Anton Treuer <ul style="list-style-type: none"> After the video has finished ask the students to share thoughts from the video (what they learned, aspects that stood out to them, why language is important, and how stories play a role) <p>Slide #4-14: Vocabulary Preview</p> <ul style="list-style-type: none"> Before reading the story go through slides to introduce the vocabulary words from “The Legend of the White Buffalo Woman” story. Encourage the students to listen to the word and repeat it out loud. <p>Slide #15 Importance and Story Connection</p> <ul style="list-style-type: none"> Discuss importance of stories in connection with language

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	<ul style="list-style-type: none"> ○ Stories are used to explain why the world is a certain way or how something came to be <ul style="list-style-type: none"> ▪ Discuss with the students how stories are used to explain any aspect of history <ul style="list-style-type: none"> • Give examples (“these can be stories”) a town came to be because of the people who settled there; you are here in this school because your parents have a story; this painting came to be because of a painter’s story; etc. ○ Every language has a unique way to tell stories <ul style="list-style-type: none"> ▪ Any of these stories could be told in a different language. Each time a new language is used to tell a story, the story takes on a unique, individual perspective ○ Language allows authors to express unique words or phrases in stories that may not appear in the English language <ul style="list-style-type: none"> ▪ The story becomes unique by the words that are chosen. Every language has different ways of expressing words or phrases. Sometimes a word in a different language better reflects an author’s voice and ideas <p>Slide #16 Story Example</p> <ul style="list-style-type: none"> • Play attached video recording of “The Legend of the White Buffalo Woman” story • After the story, ask the students to share thoughts (what they learned, aspects that stood out to them) <p>Slide #17 Relation to Today</p> <ul style="list-style-type: none"> • Many real landmarks are linked to a story <ul style="list-style-type: none"> ○ Discuss with the students on this slide is from where supposedly the White Buffalo Woman story took place (story they just heard about) ○ Ask students to think about if they know of any landmarks based off famous stories <ul style="list-style-type: none"> ▪ Ex. Paul Bunyan and Babe the Blue Ox in MN, Dracula’s Castle in Romania, etc. <p>Slides #5-14: Reviewing Vocabulary Words</p> <ul style="list-style-type: none"> • Review the audio of each of the vocabulary terms again. Ask the students to repeat/practice the terms out loud individually or in groups. <p>Slide #18: Vocabulary Game</p> <ul style="list-style-type: none"> • Ask the students to grab their devices to play the Kahoot game again. • https://play.kahoot.it/v2?quizId=d005b9ea-9d8a-497e-bbd1-f705c27d6740&
<p>15-20 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Slide #19: Activity- Creating a Story</p> <ul style="list-style-type: none"> • Have students get together in their color groups • Ask one student from each group to be the runner. The runner will grab one piece of paper from each of the baskets/envelopes. This will be the framework for writing their stories. <ul style="list-style-type: none"> ○ Writing prompts in four baskets/envelopes: (Found below) <ul style="list-style-type: none"> ▪ Setting ▪ Character ▪ Conflict ▪ Vocabulary • Tell the students that they will need to work together to create a story that includes their writing prompts. Their story will take place in the setting that they picked out of the setting basket. Their characters in their story will be the characters they picked out of their character basket. Their story will have a conflict that they picked out of the conflict basket. They will need to work together to write about a solution for the conflict that involves their characters. The students will need to include vocabulary from “The Legend of the White Buffalo Woman” that will be picked from the vocabulary basket. • The story needs to be 2-3 paragraphs long with 3-5 sentences in each of the paragraphs. • Students can write out their stories or type the story by using devices in the classroom. • Give students time warnings as they compose their stories (ex. 10 minutes left, 5 minutes until you will share your story)
<p>5-10 min</p>	<p>Review (wrap up and transition to next activity):</p>

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	<p>The students will be asked to share their story with the whole group. If there is not enough time to read the entire story, the students will be asked to share each of their writing prompts from the baskets.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. During the lesson:</p> <ul style="list-style-type: none">• Observe if the students are repeating the vocabulary words out loud.• Observe if the students are engaging in the PowerPoint presentation, by watching/listening.• Have the students share out thoughts from the Treuer video - what they learned, what stood out to them, importance of language and stories• Ask the students if they have any questions.• Observe if the students are participating in the story writing activity.• Observe the two sets of vocabulary practice (Kahoot game) <p>Consideration for Back-up Plan: In the event of the technology not working, the focus of the lesson could be on the students writing their own stories. “The Legend of the White Buffalo Woman” story will be read out loud to the students.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the lesson, students will share their story with the whole group. Their story will demonstrate an understanding of the importance of language and stories in the Native American culture. In their story, students will incorporate vocabulary terms.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?)</p>	

Lesson Plan Template

Setting

By the river	By the river
In the woods	In the woods
On the plains	On the plains
In a cave	In a cave
At home	At home

Lesson Plan Template

Characters

Tribe chief	Tribe chief
Family of 4	Family of 4
A boy and his dog	A boy and his dog
A buffalo	A buffalo
Nature spirit	Nature Spirit
Twins	Twins

Lesson Plan Template

Conflict

Getting lost	Getting lost
Hole in a boat	Hole in a boat
Looking for shelter	Looking for shelter
Storming	Storming
Finding an animal	Finding an animal
Two arguing characters	Two arguing characters

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Vocabulary

Buffalo - Tatanka	Buffalo - Tatanka
Girl - Wicicala	Girl - Wicicala
Boy - Hoksila	Boy - Hoksila
Dance - Hawacipi	Dance - Hawacipi
Pray - Wacekiye	Pray - Wacekiye
Earth - Makoce	Earth - Makoce
Sky - Mahpiya	Sky - Mahpiya
Hello - Hau	Hello - Hau
See you later – Doka chee youn kay	See you later – Doka chee youn kay
Family - Tiwahe	Family - Tiwahe

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