

ESL Lesson Plan: Grade 3-4
Jamie Powell, ESL Teacher

	Vocabulary	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Standards	KIM Vocabulary Chart Excelsior OWL	<p>3.G.1 Understand how geography impacts the development of regions and communities.</p> <p>4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.</p>			
Look For		<p>The lesson is based on the bilingual book, <i>Plott's Tales and Trails: Aventuras with Carolina</i>, copies supplied by the NC Department of Natural and Cultural Resources. Students should be able to: name the place where they live, understand that our state has 3 regions with different topography and flora/fauna in each region. They will learn some of the NC symbols. Students will add new vocabulary to their lists and label the map of NC by regions. They will attach small photos of native plants and animals to the map. The final task will be to record new learning on p.43.</p>			
Activities		<p>Day 1: Where are you from? (p. 7 in Plott's Tales and Trails book)</p> <p>Look at a map of the world https://geology.com/world/world-map.shtml Identify North America, our continent. Click on the U.S. How many states are in our country? Which state do we live in? Click on North Carolina. Where is our city? What is your home country? Look at the flags of their countries. Do you see a bird on your flag? Help them learn the names of the birds on the flags and show more photos of the birds on the internet.</p> <p>Pass out a black and white copy of the N.C. map with regions, one per student. Have them label the 3 regions. (p. 36 P's T and T) Our state does not have a bird on the flag, but we have a state bird. We also have a state dog, on the cover of the book! It's a Plott Hound. That is why his name is Plott. We also have other plants and animals that are symbols of N.C. What do you see? https://www.dncr.nc.gov/2022NCKidsExplorationJournal/open (project p.2) Point out that the Eastern Box Turtle is easy to catch but they should be left in the woods and not taken home as a pet.</p> <p>Day 2 Before reading vocabulary match Do matching activity (on p. 19 P's T and T) and then try to find some pictures of the words in the book. Begin reading the book. Teacher reads the English part, students read Spanish).</p> <p>As we read the sections, project the various locations and parks onto the promethean board.</p>			

		<p>Gorges State Park: Add waterfall to the list of vocabulary words on the KIM chart (link on the left).</p> <p>TownCreek Indian Mounds Add archeologist to their KIM chart. Watch part of the video, the Mystery of Town Creek here</p> <p>Weymouth Woods Look back at https://www.dncr.nc.gov/2022NCKidsExplorationJournal/open What is our state tree? Let's look for a pine tree in the next location, Weymouth Woods. Add forest to KIM chart</p> <p>Dismal Swamp State Park. What special plants or animals would you expect to find here? Add canoe and lighthouse to KIM chart</p>
Grouping/Task		Small group of English language learners
(COLO) Content Objectives and Language Objectives		<p>4: Expanding</p> <p>Students at this level:</p> <ul style="list-style-type: none"> • Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems
Form		Compound words: lighthouse, waterfall
Function		